



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hanford Elementary School District

CDS Code: 16639170000000

School Year: 2023-24

LEA contact information:

Robert Heugly

Director of Program Development, Assessment, and Accountability

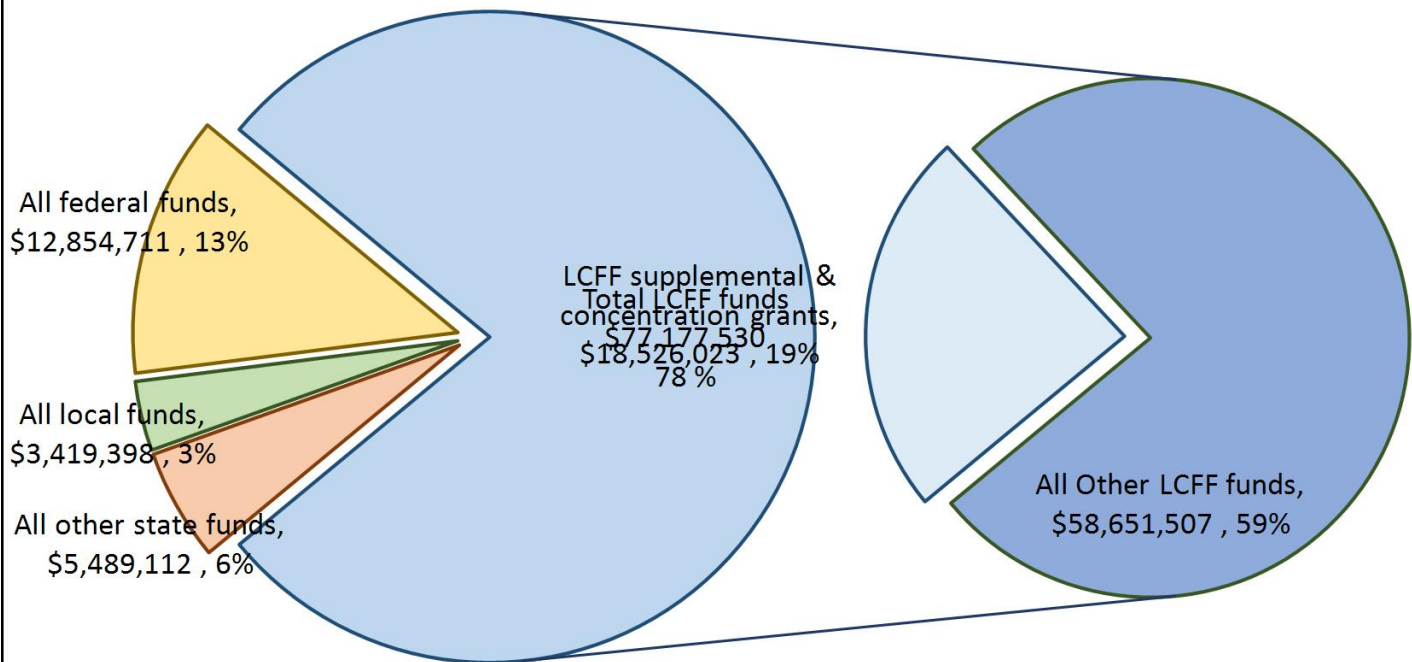
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5595853600

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

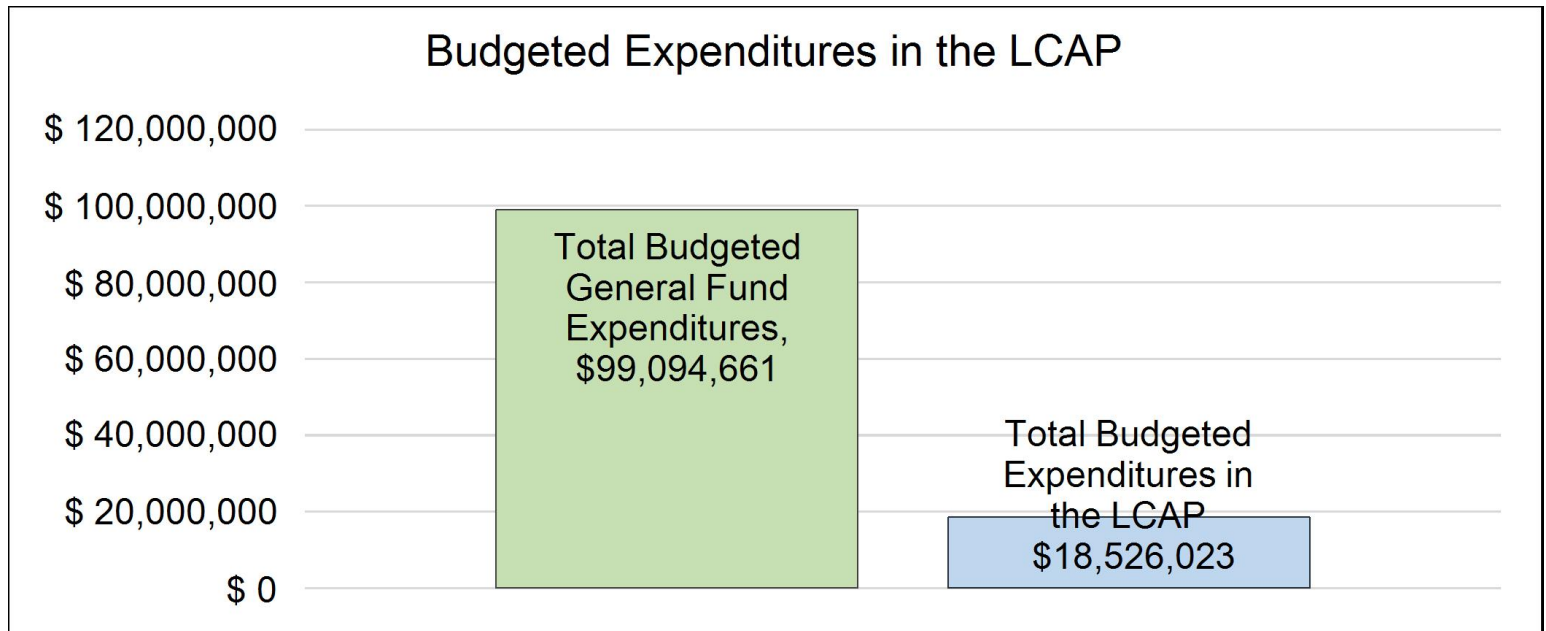


This chart shows the total general purpose revenue Hanford Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hanford Elementary School District is \$98,940,751, of which \$77,177,530 is Local Control Funding Formula (LCFF), \$5,489,112 is other state funds, \$3,419,398 is local funds, and \$12,854,711 is federal funds. Of the \$77,177,530 in LCFF Funds, \$18,526,023 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Hanford Elementary School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hanford Elementary School District plans to spend \$99,094,661 for the 2023-24 school year. Of that amount, \$18,526,023 is tied to actions/services in the LCAP and \$80,568,638 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

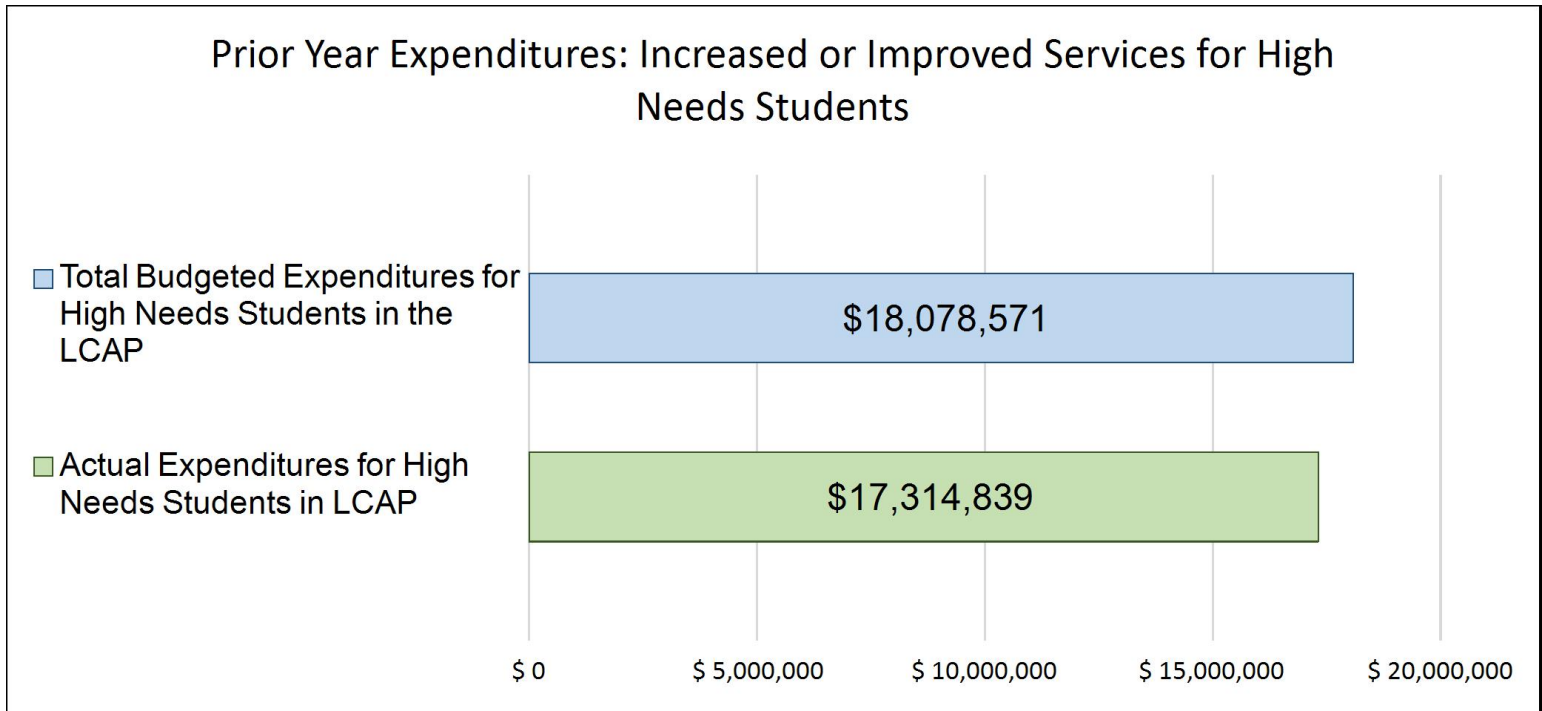
Teachers, Administration, Maintenance, Utilities

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Hanford Elementary School District is projecting it will receive \$18,526,023 based on the enrollment of foster youth, English learner, and low-income students. Hanford Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hanford Elementary School District plans to spend \$20,921,741 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Hanford Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hanford Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Hanford Elementary School District's LCAP budgeted \$18,078,571 for planned actions to increase or improve services for high needs students. Hanford Elementary School District actually spent \$17,314,839 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-763,732 had the following impact on Hanford Elementary School District's ability to increase or improve services for high needs students:

The COVID pandemic had an impact on the district's ability to implement some LCAP actions or portions of actions. The addition of ELOP (Extended Learning Opportunity Plan), funding for summer enrichment for elementary schools moved from the LCAP to ELOP. This resulted in spending less than what was budgeted.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hanford Elementary School District	Robert Heugly Director of Program Development, Assessment, and Accountability	rheugly@hanfordesd.org 5595853600

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

District

The Hanford Elementary School District is located in Kings County in California's Central Valley.

Schools, Students:

The district is comprised of eight elementary schools, two junior high schools, one magnet school, and one community day school. The district's enrollment in 2022-2023 was approximately 5,520. The district's percentage of foster youth, English learners, and low income students is approximately 80%. The district has the following student groups: African American, Asian, Filipino, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Foster Youth, Homeless. The district participates in the National School Lunch Program Community Eligibility Provision, which means all students are provided with free breakfast and lunch.

Community:

Based on Census.gov estimates of 2021, the community of Hanford had a population of 58,496. The population density was 3,332.2 people per square mile. The racial makeup of Hanford was 64.7% White, 5.7% African American, 1.1% Native American, 4.4% Asian, 0.2% Pacific Islander, 11.7% from two or more races. Hispanic or Latino of any race were 50.6% and white alone, not Hispanic or Latino were 36.0%.

There were 18,394 households, with an average of 3.09 persons per household. The amount of persons under 5 years was 7.6%. The percent of persons under 18 years was 29.1%. The percent of persons 65 years and over was 11.7%. The amount of female persons was 49.0%.

Education based, 80.6% percent of persons age 25 years+ were a high school graduate or higher education level and 18.0% had a Bachelor's degree or higher.

The median household income in 2021 dollars was \$68,316 with 15.5% of people below the poverty line.

HESD Serves Students and Community:

The Hanford Elementary School District serves these students by providing them with the academic, social, and leadership support necessary to become individuals who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability.

Recent Community Challenges

Over the past couple of years, the COVID pandemic had a large impact to students, families, and staff across the district. Missed school due to closures, absences due to COVID, and extended periods of distance learning led to a decrease in students' academic achievement and social-emotional wellbeing. The programs and services in this LCAP are designed to lessen the impact of the COVID pandemic and bring HESD beyond pre-pandemic levels.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Broad Educational Program (Goal 1)

One of the greatest successes of the HESD LCAP has been the district's efforts to provide students with a broad educational program. A continuing mandate, reiterated by educational partners in advisory committees, through surveys, and in student focus groups has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology.

In fulfilling this mandate from our educational partners, and to maintain and build upon our success in this area, the district has added credentialed teachers who specialize in art, music, and physical education. Students at all grade levels receive instruction in these subjects. All students have the opportunity to attend an academic study trip that is aligned with the content standards for their grade level. Every classroom is equipped with a Smartboard, and is connected to the internet via a state-of-the-art wireless network. Students have access to a

variety of apps and multimedia digital academic content. Students in TK-1 have access to an iPad. Students in grades 2-8 have access to a laptop computer, with students in grades 4-8 taking laptops home for homework and research.

Academic Achievement (Goal 2)

Students in HESD continue to make progress toward achieving proficiency on the State academic standards. On the 2019 school dashboard, All Students "Maintained" in ELA (per CDE Data Quest: 45.03% proficient) and math (per CDE Data Quest: 38.03% proficient).

Although test scores from the 2021 CAASPP indicate that many students have experienced learning loss due to school closures from the COVID-19 pandemic (2021 per CDE Data Quest, Math 25.74% proficient, ELA 39.22% proficient), the district will maintain and build on students' academic success by providing smaller class sizes, eliminating combination classes, and providing a robust summer and after-school instructional programs going forward.

On the 2022 Dashboard, All students received a bar level of "Low", and even though math proficiency levels increased from 2021, the proficiency levels are still below pre-Covid levels (per CDE Data Quest: 29.97% proficient), ELA scores increased back to their pre-Covid levels (per CDE Data Quest: 45.51% proficient).

On the 2022 Dashboard, EL Progress Indicator continues to be an area of success showing that 51.1% of the ELs are making progress compared to 41.9% in 2019.

Safe Schools/Student Support (Goal 4)

The districts' suspension rate continues to be both an area of success and an area of need. The district's suspension rate is medium (2019 CA School Dashboard), and the number of students suspended each year continues to fall. From 2013 to 2019, the districts' suspension rate has decreased from 6.3% to 2.7%. This represents more than a fifty-percent reduction in the number of students suspended. This has been done without lowering the district's high standards for student behavior and citizenship.

2022 Dashboard data indicate that the COVID pandemic, school closures, and periods of distance learning have had a negative impact on student's social and emotional well-being, and suspension rates are trending upward (per 2022 Dashboard, All Students 4.4% suspension rate, County: 5.8%, State: 3.4%), especially at the junior high schools. The successful implementation of actions and services that support students' social and emotional well-being continues to mitigate the negative impact of the COVID pandemic.

The district's chronic absenteeism rate is both an area of success and an area of need. Between the 16-17 and 18-19 school years, the district's chronic absenteeism rate has maintained. The districts 18-19 chronic absenteeism rate of 7.9% is lower than both Kings County overall (9.7%) and the state of California overall (12.0%).

In order to maintain and build upon the district's previous successes in reducing suspension rates and maintaining a medium chronic absenteeism rate (per the 2019 California School Dashboard), students in Hanford Elementary are provided with an array of support services designed to reduce the barriers that can lead to absenteeism and discipline incidents or that otherwise stand in the way of learning. Schools are provided with nurses, counselors, and student specialists. To mitigate the impact of the COVID pandemic on students' social and

emotional well-being, the district added additional school counselors in 2021-2022. Each elementary school now has a full-time counselor. Each junior high school has two full-time counselors. Learning directors at the elementary schools and vice principals at the junior high school's coordinate services to ensure that students who need services receive them. School resource officers provide an additional layer of safety.

The COVID pandemic continues to have a significant negative impact on student attendance during the 2021-2022 school year. Department of Public Health required quarantines along with significant numbers of students testing positive and/or being symptomatic with COVID have caused significant rises in absenteeism. Per CDE Data Quest HESD Chronic absenteeism for 2021-2022 rose to 41.0% compared to the County: 36.9% and the State: 30.8%. There is a need to re-establish practices that had HESD Chronic Absenteeism rates lower than both the county and state.

Well Maintained Campuses (Goal 4)

Well-maintained school campuses are an important factor in student safety and engagement. The physical state of the school sites in Hanford Elementary continues to be an area of success. Despite the fact that some schools are more than fifty years old, most schools received a score of "Exemplary" on the Facilities Inspection Tool. This score indicates the highest level of repair, operational readiness, and attractiveness.

To maintain and build upon this success, deferred maintenance will continue to be a priority for HESD.

Parent involvement (Goal 5, SP 3)

Parents in Hanford Elementary have multiple opportunities to receive information on their child's progress, to participate in educational and social activities, and to have their voices heard in decisions about the district's programs and services for students. The district's parent/teacher conference attendance rate is 99.8% (2022). On the district's surveys, parents overwhelmingly agree that there are opportunities to become involved in school activities, that they receive information about their child's progress, and that they have opportunities to provide input into the school's programs.

To maintain and build upon this success, the district will continue to upgrade technology tools to facilitate outreach and communication with families, a parent outreach center will provide parents with resources and training that will help them support their children in school, educational partner groups will continue to provide input and recommendations on the district's programs and services. The district will upgrade its online parent communication tools in 2021-2022.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following reflects the district's Greatest Needs from the California School Dashboard:

2019: ACADEMIC INDICATOR

ELA: All Students 2019: Orange (23.8 points below)

Mathematics: All Students 2019: Orange (40.7 points. below)

2022: ACADEMIC INDICATOR

ELA: All Students 2022: Low (17.5 points below-Low)

ELA: Students with Disabilities (98 points below-Very Low)

ELA: African American (58.5 points below-Low)

Mathematics: 2022: Low (53.8 points below)

Mathematics: Students with Disabilities (126.9 points below-Very Low)

Mathematics: African American (100.7 points below-Low)

CHRONIC ABSENTEEISM INDICATOR

2019: Students with Disabilities: Red (13.7%)

2022: Due to the Covid pandemic, rates of Chronic Absenteeism increased dramatically (41.5%), placing every subgroup except Filipino's (High) into the Very High category, consistent with County data.

2019: SUSPENSION RATE INDICATOR

Foster Youth: Red (12.2%)

Students with Disabilities: Orange (5.7%)

African American: Red (8.2%)

Two or More Races: Red (6.7%)

2022 SUSPENSION RATE INDICATOR

Homeless: Very High (9.4%)

Students with Disabilities: Very High (6.4%)

African American: Very High (9.1%)

American Indian: Very High (13.2%)

Each of the needs identified above are discussed in detail below:

ACADEMIC INDICATOR

Students overall performance (the "All Students" group) scored in the Orange category for both ELA and math on the 2019 California School Dashboard and scored in the Low (Orange Equivalent) on the 2022 Dashboard. The district will take the following steps to address this need: Combination classes will be eliminated in grades 1-6 in all elementary schools.

Teachers will be provided with professional development and training designed to build their content knowledge and further develop their pedagogy.

Teachers will be provided with professional development and training designed to build their ability support English learners. Up-to-date instructional materials will be provided to students in all content areas. A robust summer instructional program will be implemented.

CHRONIC ABSENTEEISM INDICATOR

Students with Disabilities scored in the Red category on the 2019 California School Dashboard Chronic Absenteeism Indicator and the 2022 Dashboard showed every subgroup except Filipino's (High-orange equivalent) scored Very High (red equivalent), similar to county data. The district will take the following steps to address this need:

Implement a Director of School Climate, Child Welfare, and Attendance. The Director will provide technical assistance to schools in the development of programs that improve school attendance and reduce chronic absenteeism, focusing on the attendance of high needs subgroups including students with disabilities.

The director will monitor the implementation of school attendance related actions at school sites; direct and deliver professional development to student support staff including Learning Directors, Counselors, Student Specialists, and Vice Principals; monitor school attendance related data across the district.

Provide each school with a learning director. Learning directors coordinate the services students receive including services and activities that support school attendance. Learning directors lead the development, implementation, and monitoring of attendance support activities at the school site.

Provide each junior high with two school counselors, and provide the elementary schools with a counselors at each site. The school counselor provides counseling and guidance services that promote academic, career, personal, and social development as well as SEL (Social Emotional Learning) techniques. The school counselor serves as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services. The school counselor provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills including the importance of school attendance.

Provide each elementary school site with a student specialist and each junior high school with a vice principal. The primary purpose of the student specialist and vice principal is to provide students and their families with behavior and attendance support. Student specialists and vice principals work directly with students who have attendance challenges. Student specialists work with elementary students and their families. Vice principals work with junior high students and their families. The student specialist and vice principal function as personal advocates and as intermediaries in seeking to reduce or eliminate barriers to school attendance.

Implement 3 school social workers. The school social workers provides direct services to students and their families, and connects families with resources in the community that are intended to reduce the barriers that prevent students from attending school every day.

ADDITIONAL LOCAL INFORMATION FROM 2020-2021

In the 2020-2021 school year, students attended school through distance learning for much of the school year because of school closures forced by the COVID-19 pandemic. Schools were required to complete a Tiered Re-engagement Plan for any student who did not participate in distance learning for three or more days in any given week. Schools in the district completed approximately 422 Tiered Re-engagement Plans for students. This indicates a great need going forward to ensure that students are connected (or re-connected) to their school; have strong relationships with their teachers, peers, and school staff; are engaged in school activities and learning; and that their social and emotional wellbeing is supported.

ADDITIONAL INFORMATION FROM 2021-2022

Data from the 2020-2021 CAASPP indicate that students have experienced significant learning loss from school closures, extended periods of distance learning, and high rates of absenteeism caused by the COVID pandemic. The percentage of students scoring proficient on the CAASPP declined by 5.81 percentage points in ELA and 12.29 for all students between the 2018-2019 and 2020-2021 CAASPP. Scores have declined across all student subgroups with English learners, African Americans, and Students with Disabilities being of particular concern. The 2022 CA Dashboard showed students scored 17.2 points below, compared to 23.8 points below in 2019 in ELA. In Math the CA Dashboard showed students scored 53.7 points below compared to 40.7 points below in 2019. The COVID pandemic continues to have a significant negative impact on student attendance in the 2021-2022 school year. Anecdotal information and internal student discipline data from the 2021-2022 school year indicate that the COVID pandemic, school closures, and periods of distance learning have had a negative impact on students' social and emotional wellbeing. Department of Public Health required quarantines along with significant numbers of students testing positive and/or being symptomatic with COVID have caused significant rises in absenteeism.

SUSPENSION RATE

While the district's suspension rate continued to decline through 2020-2021, and the district's overall performance was at the Green level on the CA School Dashboard Suspension Rate Indicator in 2019, there continues to be subgroups of students whose suspension rates are in the Red or Orange performance levels. These include foster youth, Students with Disabilities, African American, and Two or more Races. On the 2021-2022 CA Dashboard, the suspension rate rose to 4.4% (Dataquest showed 4.5% for 2021-2022 compared to the county with a rate of 5.8%).

Analysis of the district's suspension rate through Dataquest shows the following:

Overall (All Students) Suspension Rates:

2013 (CDE Dataquest) 6.3%

2014 (CDE Dataquest) 5.0%

2015 (CDE Dataquest) 5.1%

2016 (CDE Dataquest) 4.3%

2017 (CDE Dataquest) 3.4%

2018 (CDE Dataquest) 3.1%

2019 (CDE Dataquest) 2.8%

2020 (CDE Dataquest) 2.9%

2021 (CDE Dataquest) 0.5% (School closures and extended periods of distance learning effected student suspensions and suspension rates in 2020-2021.)

2022 (CDE Dataquest) 4.5%

While the district has reduced its suspension rates by more than fifty-percent from 2013 to 2019, the reduction of student suspensions continues to be a priority for Hanford Elementary. The following steps will be taken to continue to reduce the numbers of students being suspended with a focus on subgroups with high or increasing suspension rates:

Implement a Director of School Climate, Child Welfare, and Attendance. The Director will provide technical assistance to schools in the development of programs that improve school climate, reduce discipline incidents, and increase attendance; monitor the implementation of school climate actions at school sites; direct and deliver professional development to student support staff including Learning Directors, Counselors, Student Specialists, and Vice Principals; monitor school climate related data across the district. The director will serve as the district's homeless and foster youth liaison.

Provide each school with a learning director. Learning directors coordinate the services students receive including behavior interventions for at-risk students. Learning directors lead the development, implementation, and monitoring of behavior support plans and behavior contracts at the school sites.

Provide each elementary school with a school counselor, and provide the junior high schools with two counselors. The school counselor provides counseling and guidance services that promote academic, career, personal, and social development. The school counselor serves as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services. The school counselor provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills.

Provide each elementary school site with a student specialist and each junior high school with a vice principal. The primary purpose of the student specialist and vice principal is to provide students and their families with behavior and attendance support. Student specialists and vice principals work directly with students who have behavior challenges. Student specialists work with elementary students and their families. Vice principals work with junior high students and their families. The student specialist and vice principal function as personal advocates and as intermediaries in seeking prevention of discipline incidents and in seeking solutions to problems that get in the way of learning and personal growth.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key features of the Hanford Elementary School District LCAP stem from the district's five overarching goals.

1. Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.
2. All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.
3. The district will support teachers and staff with professional development, training, and collaboration time.
4. Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.
5. Communication between schools and home will be regular and meaningful.

With these five goals as a focus, the district provides services to students that are designed to provide the academic, social, and leadership supports necessary for them to become individuals who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability.

Services provided to students under each goal are as follows:

Goal 1: Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

Under Goal 1, students are provided with materials, technology, activities, and courses of study that support and enrich their core, standards-aligned instruction. Services that students receive under Goal 1 include fully staffed school libraries that are open every day; computers and iPads; instruction in art, music, and physical education; academic study trips at each grade level; an after-school program; and after-school athletic activities.

Goal 2: All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

Under Goal 2, students are provided with the academic instruction and support that will enable them to achieve at high levels. Services that students receive under Goal 2 include the reduction of class-sizes in grades 4-6 and the elimination of combination classes in those grades, a summer academic and enrichment program, and supports for students who are English learners or foster youth. The district provides leadership under Goal 2 ensuring that core academic instruction is raising achievement, and that struggling students, ELs, homeless, and foster youth receive additional support.

Goal 3: The district will hire, support, and retain qualified teachers, support staff, and administrators.

Goal 3 supports students by ensuring that every student has a qualified, well-trained teacher. Under Goal 3, teachers are provided ongoing training and support that includes three full-days of professional development. Teachers with preliminary credentials who are new to the profession participate in a beginning teacher support program in which they receive additional training including one-on-one coaching and support for two years.

Goal 4: Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

Under Goal 4, every school has a licensed vocational nurse on staff. LVNs are supervised by a team of registered nurses. Licensed school counselors serve both elementary and junior high students. Student specialists at the elementary schools and vice principals at the junior

high schools provide behavioral supports. Child welfare and support along with the Community Day School provide an additional layer of supports for students with behavioral challenges. School resource officers ensure that students feel safe (and are safe) at school.

Goal 5: Communication between schools and home will be regular and meaningful.

Under Goal 5 families are provided with a variety of information, training, and support. Additionally, families provide insight and input into the district's programs and services through the Parent Advisory Council, the District English Learner Advisory Committee, and School Site Councils.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Hanford Elementary Community Day School is eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

DISCUSSION OF LEA'S LOCAL CONTEXT AND PROCESS FOR ENGAGING EDUCATIONAL PARTNERS IN EVIDENCE-BASED PLANNING:

LOCAL CONTEXT:

The Hanford Elementary Community Day School (CDS) is a community day school. CDS serves expelled students, students referred by a School Attendance Review Board or probation, and/or high-risk youth referred through a district-level process (which includes teachers, school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel) who need a separate setting that is better matched to their academic, social, and emotional development needs than what can be provided in a traditional school setting.

Under normal circumstances, CDS' enrollment is between 10 and 35 students. CDS serves students in grades K-8. On March 13, 2020, due to a national emergency, the COVID-19 pandemic, CDS was closed. On August 13, 2020 schools in the Hanford Elementary School District implemented distance learning for all students. Students formerly enrolled at CDS participated in distance learning through their home schools. No students were enrolled at CDS for the majority of the 2020-2021 school year due to the COVID-19 pandemic. Schools reopened in the 2021-2022 school year and CDS once again began enrolling/accepting students and continued as normal in 2022-2023.

The Hanford Elementary CDS is in CSI for Chronic Absenteeism, Suspension Rate, and Low Performance.

PROCESS FOR ENGAGING EDUCATIONAL PARTNERS & EDUCATIONAL PARTNER GROUPS INCLUDED

Educational Partner groups included are parents, teachers, school and district administration.

School Site Council (SSC)

The school maintains a school site council. The SSC is comprised of parents, teachers, and school staff. Parents make up 50% of the SSC with parents of EL students representing at least the same percentage on the committee as the percentage of EL students enrolled at the school. The school holds four school site council meetings each year, in October, December/January, February/March, and May. During these meetings, student achievement, attendance, and suspension data are reviewed; the school's/students' needs are assessed; and based on this analysis the school plan is developed. The school plan is approved by the school site council each year in May (for the upcoming school year), and again the following February. The Hanford Elementary School District Board of Trustees approves the school plans after the school site council has given their approval.

English Learner Advisory Committee (ELAC)

The school's English Learner Advisory Committee has designated the SSC, established pursuant to Education Code Section 52852, to function as the advisory committee for English Learners (Education Code 52176) at the school. This means that the SSC acts as the advisory committee for ELs and is the voice of EL parents at the school site. The SSC performs all of the duties of the ELAC. Both the ELAC and the SSC have approved this designation.

District English Learner Advisory Committee (DELAC)

The district maintains a District English Learner Advisory Committee (DELAC). The DELAC is comprised of the Director of Program Development, Assessment and Accountability, the Director of Curriculum for ELs, and parents of students who are English learners. The DELAC meets four times per school-year in November/December, January/February, March, and May. The DELAC advises the board on conducting a district-wide needs assessment on a school by school basis; advises the board on the district's plan for educational programs and services for English learners that takes into consideration the School Plan for Student Achievement; advises the governing board on the district's (and school site) annual needs assessment.

LEA NEEDS ASSESSMENT: TYPES OF DATA EXAMINED/HOW DATA INFORMED PLAN DEVELOPMENT

The district leadership team consisting of the Assistant Superintendent of Curriculum and Instruction, the Director of Program Development, The ELA Curriculum Specialist, The Math Curriculum Specialist, and the School Principal, with support and technical assistance from the Kings County Office of Education, met regularly throughout the school year to provide technical assistance to the Community Day School (CDS). This assistance included the development of a comprehensive needs assessment. During these meetings, the team conducted an analysis of the school's data on chronic absenteeism, suspension rate, and performance on state and local assessments in ELA and math going back three school-years. Additionally, the team conducted a review of the school's instructional program; a review of the school's staffing and budgets; an analysis the school's professional development needs; and an identification of resource inequities. This information was shared with the educational partner groups identified above.

Because no students were attending CDS in the 2020-2021 school year due to the COVID-19 pandemic, no data was generated for attendance/absenteeism, suspension rate, or academic achievement. (It is not practicable to analyze data for the two students participating in distance learning through CDS in 2020-2021 due to student privacy concerns). CDS resumed operation for 2021-2022 school year and based on the CA Dashboard, the data showed students continued facing challenges with attendance, behavior, and academics. The school's and students' needs that were identified pre-COVID, attendance, behavior, and academics, continued to be a concern during the 21-22 school year.

Chronic Absenteeism:

Based on the on the 2019 California School Dashboard, CDS scored in the Red category for Chronic Absenteeism. The chronic absenteeism rate was 48.8% and increased over the prior year. CDS had one subgroup for chronic absenteeism, socioeconomically disadvantaged students. (This subgroup comprised all but two students cumulatively enrolled at the school.)

Based on the on the 2022 California School Dashboard, CDS did not have a Performance Level for Chronic Absenteeism, however, the chronic absenteeism rate was 65.4% and increased from pre-Covid levels.

Chronic absenteeism is one of the root causes negatively impacting the achievement of students who are placed at CDS. Students at CDS miss school at a rate that is much higher than students across the district. Chronic absenteeism is a contributing factor to students falling behind academically and to their weakening connection to school.

- There is need to provide students with activities, experiences, and relationships that increase their interest in learning and foster engagement with school.
- There is a need to strengthen the relationships between CDS students and adults in the school.
- There is a need to build the relationships between the families of CDS students and the school.
- There is a need to build CDS students' relationships with one another.

Suspension Rates:

Based on the on the 2019 California School Dashboard, CDS scored in the Red category for suspension rates. CDS has two subgroups for suspension rates, Hispanic and Socioeconomically Disadvantaged. Both of these groups also scored in the Red category on the dashboard. The suspension rate for CDS was 46.3% and increased from the prior year.

Based on the on the 2022 California School Dashboard, CDS scored in the Very High (Red equivalent) category for suspension rates. CDS has one subgroup for suspension rates, Socioeconomically Disadvantaged which also scored in the Very High (Red equivalent) category on the dashboard. The suspension rate for CDS was 35.3%, which was a decrease from 2019 levels.

Students are placed at CDS either through expulsion or administrative placement. Students are placed at CDS because of behavior issues at their home school. These behavior issues are often long-standing. Students who are placed at CDS often come with significant social/emotional challenges that contribute to their behavioral challenges. Missed school due to suspensions is one of the root causes negatively impacting the achievement of students who are placed at CDS.

Many of the same needs that are addressed under chronic absenteeism also apply to suspensions for students at CDS.

- There is a need to strengthen the relationships between CDS students and adults in the school.
- There is a need to build the relationships between the families of CDS students and the school.
- There is a need to build CDS students' relationships with one another.
- There is a need to provide students with the skills that will enable them to foster and support these relationships.
- There is a need to provide ongoing support to students as they transition back to their home school.
- There is a need to provide families with education and support.

Academic Achievement (Low Performance)

Because most students at CDS are not enrolled from Census day through the first day of state testing, CDS does not receive a color coded score on the California School Dashboard. Notwithstanding this, analysis of state and local assessment data show that students attending CDS perform far below their peers in the district in both ELA and math. Analysis of data across CDS indicates that absenteeism and suspensions combined with social/emotional and behavior challenges contribute to CDS students lagging behind in ELA and math. In some cases, by the time a student is assigned to CDS, by placement or expulsion, these barriers to learning have accumulated over several years of a student's time in school. Students placed at CDS are often one or more years below their chronological grade level academically.

- There is a need for an instructional program that can be individualized to a student's academic level, that has the capability for both remediation and acceleration, that has assessment and progress monitoring tools, and that can follow a student as they transition back into regular school.
- There is a need to monitor the progress of students in CDS allowing for comparison of CDS students' achievement to students across the district.
- There is a need for CDS students to participate in a subset of the district's assessments across the school year.

This data, examining attendance, absenteeism, suspension, and academic performance, along with input from the school's educational partner groups, uncovered the series of needs shown above that informed the development of the CSI school plan for student achievement. The Hanford Community Day School CSI school plan for student achievement addresses these needs and provides evidence based programs, practices, and interventions designed to meet these needs and ultimately to improve student academic achievement.

RESOURCE INEQUITIES

The per-student spending for students at CDS is significantly higher than for students across the district. Class sizes at CDS are very small (often 10 students or less). Each classroom is provided with a teacher and an instructional aide. The school is also provided with an administrator and secretary.

Notwithstanding this level of spending and support, there are resource inequities at CDS. The district has a team of enrichment teachers (art, music, and physical education) that serve schools across the district on a rotational basis. This team has not served CDS at the same rate as other schools. The district has a team of instructional coaches that provide professional development and in-class coaching across the district. While the instructional coaches do serve teachers at CDS, it is not at the same rate as the other schools in the district. Teachers at CDS are not provided with early student release for collaboration on Wednesdays (as are other teachers in the district).

SUPPORT FOR SCHOOL, IMPROVEMENT MODEL, REQUIREMENTS, EVIDENCE BASED STRATEGIES

The ADDIE Model, a 5-phase approach to building effective learning solutions, is used to support improvement at CDS. (See: <https://ccee-ca.org/wp-content/uploads/2019/11/CCEE-Pilot-Partner-Continuous-Improvement-Toolkit.pdf>) Using this model, the school site, along with its educational partner groups, analyze data, design objectives and strategies that will lead to improvement, develop a plan of action, implement the plan, monitor and evaluate its effectiveness. This process is continuous and will lead to improved outcomes for students.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

PROCESS FOR MONITORING AND EVALUATING IMPLEMENTATION/EFFECTIVENESS OF PLAN

The district leadership team consisting of the Assistant Superintendent of Curriculum and Instruction, the Director of Program Development, the ELA Curriculum Specialist, Math Curriculum Specialist, along with the School Principal meet regularly to monitor the implementation of the CSI school plan for student achievement. At these meetings local data for attendance, behavior incidents, and suspensions, along with local assessment data is reviewed. Additionally, financial documents that show the implementation of actions detailed in the school plan are reviewed. This data is reviewed along-side of the evidenced based actions detailed in the CSI plan. Determinations are made as to the level of implementation as well as the effectiveness of these actions. Using this information, decisions are made as to whether to add additional actions, continue existing actions, modify existing actions, or discontinue existing actions. (This follows the phases of the ADDIE Model discussed above.) This information is shared with educational partners at school site council meetings.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

PARENTS, COMMUNITY: PARENT ADVISORY COMMITTEE (PAC)

The district's Parent Advisory Committee (PAC) met regularly throughout the school year. Each school site council elected a parent for the district PAC, including a parent representing the "students with disabilities" subgroup. The PAC met six times during the school year (two training sessions and four regular meetings). The superintendent, director of categorical programs, and/or director of curriculum attended these meetings. The purpose of the PAC is to engage parents in the LCAP review and planning process, to elicit their input into the district's LCAP, and to provide them with the opportunity to voice priorities for their students. Information regarding the state priorities, the district's goals, the purposes of the supplemental and concentration funding, programs and services for Unduplicated Pupils, were presented to parents. The PAC reviewed information and/or data showing the district's performance in relation to the metrics that are part of each of the state's priorities. The PAC reviewed drafts of the LCAP throughout the school year providing input and advice as the plan was reviewed and developed.

Parent Advisory Committee met on:

- 10/25/2022 PAC Training Session #1
- 11/15/2022 PAC Training Session #2
- 12/13/2022 PAC Meeting #1
- 2/7/2023 PAC Meeting #2
- 3/21/2023 PAC Meeting #3
- 5/16/2023 PAC Meeting #4

PARENTS, COMMUNITY: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The LCAP is a standing item on the District English Learner Advisory Committee (DELAC) agenda. (Note that the DELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and district level leadership.) At each DELAC meeting, members receive information and provide recommendations on the development and implementation of the LCAP. The DELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators. The DELAC receives information on the district's reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state's priorities. Members receive information and provide recommendations on programs and services for English learners. DELAC members review EL student achievement and provide recommendations as to how the district's programs, including programs within the LCAP, can be improved to increase the achievement of ELs.

The DELAC met on:

- 10/27/22 Training Session #1
- 11/17/22 Training Session #2
- 12/15/22 Meeting #1
- 2/9/23 Meeting #2

- 3/23/23 Meeting #3
- 5/18/23 Meeting #4

PARENTS, COMMUNITY: SCHOOL SITE ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)/School Site Council (SSC)

Members receive information and provide recommendations on programs and services for English learners. (Note that the DELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and school site staff.) At each ELAC meeting, members receive information and provide recommendations on the development and implementation of EL programs and services as well as SPSA. The ELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators. The ELAC receives information on the district's/school's reclassification procedures and rates. ELAC members review EL student achievement and provide recommendations as to how the district's/school's programs, can be improved to increase the achievement of ELs. Each school meets at least 4 times each school year.

PARENTS, COMMUNITY: HESD LCAP PARENT SURVEY

The survey was distributed to families in February 2022 and February 6, 2023 and remained open for about two weeks.

The HESD LCAP Parent survey was delivered to all parents/guardians of students in the district. On the survey, parents have the opportunity to voice their opinion on topics related to the district's goals and the state's priorities.

PUPILS: LCAP STUDENT FOCUS GROUP

March 2022 and March 15, 2023

Each year, the district holds a student focus group to give students the opportunity to have their voices heard in relation to the LCAP. Students representing Hamilton, Jefferson, Lincoln, Lee Richmond, Washington, King, Monroe, Roosevelt, Simas, Kennedy, and Wilson schools attend the session. At the LCAP Focus Group, students receive information on the district's services and programs for Unduplicated Pupils and provide input and recommendations. For 2019-2020 and 2020-2021, the LCAP Student Focus Group was suspended due to the COVID pandemic social distancing concerns. The LCAP Student Focus Group resumed in 2021-2022 and was held on March 23, 2022, and then again in 20223 on March 15th. At the LCAP Student Focus Group, roughly sixty student representatives worked in small groups with school and district staff to learn more about the district's programs and services for Unduplicated Pupils. The school and district staff also acted as facilitators for conversations around input into these programs and services. Staff recorded students' input and suggestions. The school and district staff facilitating student conversations included art, music, and physical education teachers; school nurses and LVNs; school counselors and social workers; representatives of the district's after school and summer programs; and the Director of Food Services.

PUPILS: HESD LCAP STUDENT SURVEY

March 2022 and March 2023

The HESD LCAP Student survey was delivered in March 2022 and March 2023 to all students in grades in 5-8. On the survey, students voiced their opinions on programs and services for Unduplicated Pupils.

TEACHERS: HESD LCAP TEACHER SURVEY

March 2022 and March 2023

The HESD LCAP teacher survey was delivered to all teaching staff in 2022 and again in 2023, including itinerant teachers. On the survey, teachers voiced their opinions on programs and services for Unduplicated Pupils.

PRINCIPALS, ADMINISTRATION: INSTRUCTIONAL CABINET

Instructional Cabinet was held on:

9/29/2022 (including data meeting prior to Instructional Cabinet)

10/27/2022 (including site visits to Wilson, Simas, Hamilton, and King prior to Instructional Cabinet)

12/1/2022 (including data meeting prior to Instructional Cabinet)

2/23/2023 (including data meeting prior to Instructional Cabinet)

3/23/2023 (including site visits to JFK, Monroe, Jefferson K-5, and Washington prior to Instructional Cabinet)

4/27/2023 (including site visits to Jefferson 6-8, Lincoln, Roosevelt, Richmond prior to Instructional Cabinet)

6/8/2023

The district's Instructional Cabinet met throughout the school year. At these meetings, administrators including Principals, Learning Directors, district office managers, and Curriculum Specialists conducted analysis of student achievement and performance in absenteeism and suspension rates. The instructional cabinet provided administrators with the opportunity to give input into the LCAP, including programs and services for Unduplicated Pupils based on analysis of students' academic and social/emotional needs.

SELPA: SELPA Meeting

The Assistant Superintendent of Special Services, the Assistant Superintendent of Curriculum and Instruction, The Director of Program Development, Assessment & Accountability, a school principal, and a special education teacher met with SELPA on March 31, 2023 for the current 2022-2023 school year. At this meeting, the group conducted an analysis of student achievement and performance in absenteeism and suspension rates for students with disabilities. Using this analysis to assess the needs of students with disabilities across the district, the SELPA made recommendations for programs and services in the district that support students with disabilities.

BARGAINING UNITS, OTHER PERSONNEL

The LCAP is a regular agenda item at the district's meet-and-consult sessions with the certificated and classified collective bargaining units. These groups have provided input into the district's services and programs and on how to prioritize these programs and services. Hanford Elementary Teachers Association (HETA) meet-and-consult is held on the first Monday of each month. California School Employee's Association (CSEA) meet and consult is held on the third Monday of each month.

A summary of the feedback provided by specific educational partners.

PARENTS, COMMUNITY: PARENT ADVISORY COMMITTEE (PAC)
Recommendations (State Indicators)

The Parent Advisory Committee provided specific recommendations for the district's Expected Outcomes for all students, and for each student subgroup, in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). (See details in the next section below).

2022-2023 School Year Recommendations (Local Indicators)

December 13, 2022

1. The PAC recommends that the board approve BP6020 Parent Involvement
2. The PAC recommends that the district covers the laptop/iPad insurance instead of the parents
3. The PAC recommends that the district continue to ensure that all students have the required instructional materials.
4. The PAC recommends that the district look at improving the JFK parking lot, particularly the southeast entry/exit steepness/angle and the driveway width to the west entry/exit as it's narrow for cars to pass.
5. The PAC recommends that the district have teacher job fairs at the school sites and look to work with JTO for recruitment.
6. The PAC recommends the district look to expand its summer and after-school program to include topics like: West Hill's 5 C's, Overnight Outdoor Ed, and summer "tracks" such as Culinary, Home Economics, and Gardening.

February 7, 2023

1. The PAC recognizes that in-person learning, students in their classrooms with their teachers, is the most effective form of learning.
2. The PAC recommends continuing, and expand if possible, Parent Workshops (Parent Education Nights) and the READY program, including homework help, enrichment activities, and looking to including afterschool clubs with a focus on reaching our struggling subgroups.
3. The PAC recommends that the district implement paraprofessionals in classrooms (Ed. Tutors, interns, volunteers) to work in classrooms providing teachers greater opportunity to give students individualized instruction.
4. The PAC recommends the need for consistency of teaching math practices across grade levels while continuing with differentiated instruction.
5. The PAC recommends to include on classroom-to-home communications, including how-to links to videos and/or instructions that breaks down math steps and How-To's for current and upcoming math skills including a monthly/quarterly math how-to guide for parents to help their child at home.
6. The PAC recommends providing transportation home for athletes in after school sports after practice.
7. The PAC recommends expanding the number of bus stops in the community for each school site.
8. The PAC recommends looking into and/or bringing back a "Sharing Table" in the cafeteria at lunch.
9. The PAC recommends expanding the PAL program from the elementary schools to incorporate the Junior High Schools.

March 21, 2023

1. The PAC recommends approving the 2023-2024 Expected Outcomes (growth targets) for the district's Local Control Accountability Plan (LCAP)
2. The PAC recommends continuing to provide the current level of support for students including nurses, counselors, social workers, student specialists and vice principals.
3. The PAC recommends continuing to provide supports for foster and homeless students.
4. The PAC recommends including student health education, parent workshops, and/or flyers regarding vaping and vape pens.
5. The PAC recommends looking at bringing back the D.A.R.E. program
6. The PAC recommends providing communication to parents around COVID and when it's ok to send students to school and when students

should be kept home.

May 16, 2023

1. The PAC recommends approving the changes to the School Family Compact (School Site Councils will approve the School Family Compact during SSC meeting #1 next school year).
2. The PAC recommends that the HESD Board of Trustees approve the 2021-2022 to 2023-2024 (Year 3) Local Control Accountability Plan.

PARENTS, COMMUNITY: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The District English Learner Advisory Committee provided specific recommendations for the district's Expected Outcomes for English learners in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). (See details in the next section below).

2022-2023 School Year

December 15, 2022

- Approve the HESD Parent Involvement Policy BP/AR 6020.
- Continue to provide teacher training and support site administration to ensure students receive both designated and integrated ELD instruction.
- Continue to provide parents with engagement opportunities such as Kinder Counts/Kinder Cuenta, and First and Forward/Primero y Adelante parent academies.
- Continue to monitor the progress of English learners and provide interventions that support English learners to be reclassified to Fluent English Proficient within six years of enrollment.
- Continue to provide leadership support to school site teams to monitor progress and applicable reclassification criteria of English learners with an Individual Education Plan.

February 9, 2023

- Continue to monitor English learners' progress at the district/school site level and identify performance trends across grade levels.
- Continue to provide both Integrated and Designated English Language Development instruction to English learners with an emphasis on students' use of academic English across content areas (science, social studies, math).
- Continue to communicate with parents and students regarding English language development progress and include goal setting to increase the reclassification of English learners.
- Recommendation to Approve BP 6174.
- Continue to provide parents/guardians with mandatory notifications. (5 CCR Section 11308)

March 23, 2023

- Continue to provide professional development for teachers and administration that specifically supports Designated and Integrated English language development instruction for English learners.
- Continue to communicate with parents and students regarding English language development progress and use goal setting to ensure that students demonstrate growth on the yearly Summative English Language Proficiency Assessments for California (ELPAC).
- Continue to provide Title III Tutoring to students in need of additional English Language Development and consider using Educational Tutors whenever teachers are unavailable to tutor at specific school sites.

- Continue to analyze district attendance patterns across grade levels to tailor parent education and communication regarding the impact of regular school attendance on student achievement.

May 18, 2023

- Approve the School Family Compact
- Provide parent training that aligns with the “Parent Promises” listed in the School Family Compact (e.g. the importance of sleep which impacts students’ ability to come to school each day prepared to learn).
- The DELAC recommends that the HESD Board of Trustees approve the 2021-2022 to 2023-2024 (Year 3) Local Control Accountability Plan.

PARENTS, COMMUNITY: SCHOOL SITE ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)/School Site Council (SSC)
Members receive information and provide recommendations on programs and services for English learners. (Note that the DELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and school site staff.) At each ELAC meeting, members receive information and provide recommendations on the development and implementation of EL programs and services as well as SPSA. The ELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators. The ELAC receives information on the district's/school's reclassification procedures and rates. ELAC members review EL student achievement and provide recommendations as to how the district's/school's programs, can be improved to increase the achievement of ELs. Each school meets at least 4 times each school year.

2022-2023 School Year - Synopsis of the feedback received from the School Site ELAC/SSC meetings

- Members shared that they would like more opportunities to visit the school site or classrooms for cultural events/celebrations. A member shared that the school cultural committee would appreciate more parent involvement/support as they prepare more cultural events for our school in the future.
- The committee asked if students were measured in other ways than traditional testing. A teacher member explained that we use multiple measures of assessment to measure students understanding. She explained that students can demonstrate their understanding through projects and through verbal explanations. She also explained that while these types of measures are not used on the state assessment, the questions that are on the state assessment have improved. She said now they have questions that ask students to pick “all that apply” and to “put these choices in order”. She feels these provide a better gauge of student understanding.
- A parent member stated that she would like to see us offer more of the life skills type of classes like learning things such as balancing a checkbook, cooking, filling out an application, changing a tire, just the basic skills. A teacher member shared that we are starting to branch out and offer more classes like this. We currently have journalism, video production, 3-D printing, consumer math, and gardening.
- The committee asked if we have specific times of the day that we dedicate to just ELD/language instruction. The Learning Director explained that Hanford Elementary has an integrated ELD time and designated ELD time to help support our EL students. Our

designated time is 30 minutes each day and our integrated time is throughout the school day. Some grade levels deploy out to other teachers for ELD instruction and other grade levels keep their EL students during ELD instruction.

- A committee member stated that she was impressed with the varied PD workshops that the district has to offer. A school staff member stated that the district sends out surveys to teachers to gear PD towards what teachers need.

PARENTS, COMMUNITY: HESD LCAP PARENT SURVEY

Parents responded to a variety of questions related to their level of satisfaction with their students' education, parent communication and involvement, school safety, and instructional programs. Survey responses indicate that parents are overwhelmingly satisfied in all of these areas.

PUPILS: LCAP STUDENT FOCUS GROUP/ HESD LCAP STUDENT SURVEY

Students recommended that the district maintain the programs and services for under each of the districts five LCAP goals at their current levels, with an emphasis on art, music, physical education, study trips, and other enrichment activities. The students recommend expanding these activities as funding permits. The students also recommend maintaining services and programs that support physical and social/emotional well-being. The LCAP Student Focus Group provided the following specific recommendations:

2022-2023 School Year (March 15, 2023)

After School Programs & Summer Programs:

- * After School: Create the following clubs: Art Club, Baking Club, Podcast/Video Club, Photography Club, Bike Building Club, Science Club
- * Summer Programs: Start at a later time, Water activities, Promote using social media, Half day activities, Hosting competitions with awards, Dance classes, Video Game competitions

Art, Music, PE:

- * Art: Clubs, More Art Teachers, Variety Materials, More Art Time, Art Shows, Murals, Group Projects
 - * Music: More instrument Choices, More band time, More Band teachers, More Band trips, Watching High School Performances, Student choice to pick songs
 - * Physical Education: More Variety of Sports, More tournaments, Longer Activities, Skill building, More PE time, Include Music
- Counselors & Social Workers
- * Class presentations, Open door policy, Be visible, Easier to talk to or communicate with
- School Nurses
- * Student Leader to help when another student is hurt, Health Clubs, Mental health care, Teaching food allergies

PRINCIPALS, ADMINISTRATION: INSTRUCTIONAL CABINET/ HESD LCAP ADMINISTRATOR SURVEY

The district's administrators provided specific recommendations for the district's Expected Outcomes for all students, and for each student subgroup, in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). (See details in the next section below). Instructional Cabinet recommended that the district maintain the programs and services for Unduplicated Pupils under each of the districts five LCAP goals at their current levels.

SELPA: SELPA Meeting (March 31, 2023)

The SELPA provided specific recommendations for the district's Expected Outcomes for students with disabilities in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). (See details in the next section below).

The SELPA made the following specific recommendations:

- * SWD Suspension: Look at suspension data of SWD of why they were suspended to see if there are patterns to target
- * Continue with ensuring equity of SWD in READY and other programs (SWD was included in this year's LCAP Focus group)
- * Parent Survey: Specific questions for SWD parents – "If you have a student with a 504 or IEP....." then SWD parents would answer a set up questions
- * UDL (Universal Design for Learning): Look at possibly incorporating UDL training

TEACHERS: HESD LCAP TEACHER SURVEY

The district's teachers recommended that the district maintain the programs and services for Unduplicated Pupils under each of the districts five LCAP goals at their current levels.

BARGAINING UNITS, OTHER PERSONNEL

Bargaining units recommended:

- * Bringing back a program similar to a pre-covid program called Wednesday Leadership Project that focused on some of our students most in need
- * Having afterschool enrichment that also includes academics
- * Having an additional EL Aide for junior high school
- * The district maintain the programs and services for Unduplicated Pupils under each of the districts five LCAP goals at their current levels, with an emphasis on increasing services for school safety and student physical and social/emotional wellbeing as funding permits.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The Parent Advisory Committee and the District Instructional Cabinet recommend the Expected Outcomes below for all students and all subgroups. The District English Learner Advisory recommends the Expected Outcomes below for the English Learner subgroup. The SELPA recommends the Expected Outcomes below for the Students with Disabilities Subgroup. These expected outcomes, based on educational partner input, will be the district's Expected Outcomes for the achievement and performance on the California School Dashboard State Indicators (ELA, Math, Chronic Absenteeism, Suspension Rate).

Because the California School Dashboard was suspended for 2021-2022, the committees recommend that the district add data from the California Department of Education's Dataquest publication to the metrics. The committees further recommend that the district add both a new baseline and expected outcome for academic indicators 2024 (using the percentage of students scoring proficient in ELA and math on the California Assessment of Student Performance and Progress (CAASPP) as the metric). The committees recommend that data from the

California Department of Education's Dataquest publication be incorporated into the existing metrics (baseline and expected outcome) for suspension rates and chronic absenteeism.

ENGLISH LANGUAGE ARTS: For Baseline & Expected Outcome see below in Goal 2 (Measuring and Reporting Results)

MATHEMATICS: For Baseline & Expected Outcome see below in Goal 2 (Measuring and Reporting Results)

CHRONIC ABSENTEEISM: For Baseline & Expected Outcome see below in Goal 4 (Measuring and Reporting Results)

SUSPENSION RATES: For Baseline & Expected Outcome see below in Goal 4 (Measuring and Reporting Results)

ACTIONS

Parents: DELAC & PAC

The district will continue to provide academic support for English learners (Action 2.4).

The district will continue to support teachers new to the profession with a New Teacher Induction Program (Action 3.3).

The district will continue to provide social and emotional supports for students (Action 4.1, 4.2, 4.3).

Students: LCAP Student Focus Group

- * Elementary physical education programs will be provided with additional equipment and supplies. (Action 1.5)

- * As the COVID pandemic subsides, schools will resume their study trips. (Action 1.4)

- * As the district expands its summer and after school programs, these will include a balance of academic and enrichment activities. (Action 1.6, 2.2) (Also see "Description of changes made to goal, metrics, desired outcomes, actions" for these actions under goals 1 and 2)

- * The district will promote or summer/Saturday programs as they expand. (Action 2.2) (Also see "Description of changes made to goal, metrics, desired outcomes, actions" for these actions under goal 2)

- * The district will include both academic and recreational trips in summer, Saturday, and after school programs. (Action 1.6, 2.2) (Also see "Description of changes made to goal, metrics, desired outcomes, actions" for these actions under goals 1 and 2)

Teachers, Principals, Administrators, Bargaining Units, and Other School Personnel

Programs and services for Unduplicated pupils under each of the district's five LCAP goals will be maintained at current levels or expanded. (See goals 1-5)

Goals and Actions

Goal

Goal #	Description
1	Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

An explanation of why the LEA has developed this goal.

The district developed this goal because a our educational partner groups support the idea that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, the district's educational partners believe in a well-rounded education for students that includes these areas of study and that also provides opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. A broad educational program is one of the State's identified priorities (Priority 7).

The district has developed this goal:

- * Because we have a large number of students from low income families, and students from low income families sometimes lack the resources to experience the types of enrichment activities, such as music, art, and physical education, that have been shown to increase academic achievement; there is a need to provide students with an educational program that includes these areas of study. Moreover, 98% of parents agree/strongly agree that, "In addition to ELA and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education (2022 HESD Parent Survey).
- * Because we have a large number of students from low income families, and students from low income families sometimes lack the resources to experience activities that have been shown to increase their interest and engagement in school such as travel to museums, zoos, and parks such as Yosemite or Sequoia; there is a need to provide students with academic study trips. Moreover, 96% of parents agree/strongly agree that "It is important for my child to attend academic study trips that are aligned with classroom instruction including travel to museums, zoos, state and national parks (2022 HESD Parent Survey).

The metrics below will measure the extent to which we deliver a broad educational program to our students. The actions are the individual components of the broad educational program that will be provided to students, for example, art, music, physical education, technology resources etc.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 2: Implementation of State Standards addresses:</p> <p>A. The implementation of state board adopted academic content and performance standards for all students, which are:</p> <p>a. English Language Arts – Common Core State Standards for English Language Arts</p> <p>b. Mathematics – Common Core State Standards for Mathematics</p> <p>c. English Language Development</p> <p>d. Career Technical Education</p> <p>e. Health Education Content Standards</p> <p>f. History-Social Science</p> <p>g. Model School Library Standards</p> <p>h. Physical Education Model Content Standards</p> <p>i. Next Generation Science Standards</p>	<p>The District received a score of "Met" on the 2021 CA School Dashboard:</p> <p>Implementation of Academic Standards Local Indicator.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has met all of the metrics (a-k) under Priority 2.)</p>	<p>Although the CA School Dashboard is suspended for 2021-2022, the district completed the required Local Indicators and posted them on the CA School Dashboard. The district would have received a score of "Met" on the Implementation of Academic Standards Local Indicator if the dashboard were not suspended.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has met all of the metrics (a-k) under Priority 2.)</p>	<p>The District received a score of "Met" on the 2022 CA School Dashboard:</p> <p>Implementation of Academic Standards Local Indicator.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has met all of the metrics (a-k) under Priority 2.)</p>		<p>The District will receive a score of "Met" on the CA School Dashboard Implementation of Academic Standards Local Indicator.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
j. Visual and Performing Arts k. World Language;					
<p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:</p> <p>A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;</p> <p>B. Programs and services developed and provided to unduplicated pupils</p> <p>C. Programs and services developed and provided to individuals with exceptional needs.</p>	<p>The District received a score of "Met" on the 2021 CA School Dashboard: Access to a Broad Course of Study Local Indicator.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)</p>	<p>Although the CA School Dashboard is suspended for 2021-2022, the district completed the required Local Indicators and posted them on the CA School Dashboard.</p> <p>The District would have received a score of "Met" on the 2022 CA School Dashboard: Access to a Broad Course of Study Local Indicator if the dashboard were not suspended.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)</p>	<p>The District received a score of "Met" on the 2022 CA School Dashboard: Access to a Broad Course of Study Local Indicator.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)</p>		<p>The District will receive a score of "Met" on the CA School Dashboard Access to a Broad Course of Study Local Indicator.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:</p> <p>B. Programs and services developed and provided to unduplicated pupils</p> <p>California Education Code Section 42238.02(b) (1) For purposes of this section unduplicated pupil means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth.</p>	<p>Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 209 6th Grade: 151 (Total 360)</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High</p>	<p>Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th & 6th grade 466</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 239 students chose art.</p>	<p>Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 248 6th Grade: 215 (Total 463)</p> <p>All students in 4th grade at Richmond, Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p>		<p>Students will receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>All students will receive the required number of PE minutes.</p> <p>Elementary Schools: Art: All Students will receive art Instruction. Music: 5th and 6th grade students will self-select participation in band: 5th Grade: 200 6th Grade: 175</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools will receive music instruction. (The schools with the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	226 students chose art. 240 students chose music.	185 students chose music.	Junior High 227 students chose art. 248 students chose music.		highest #s of low income students) Junior High 250 students will choose art. 250 students will choose music.
Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in: C. Programs and services developed and provided to individuals with exceptional needs.	<p>Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 209 6th Grade: 151 (Total 360)</p>	<p>Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th & 6th grade 466 All students in 4th grade at Roosevelt,</p>	<p>Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 248 6th Grade: 215 (Total 463)</p>		<p>Students will receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>All students will receive the required number of PE minutes.</p> <p>Elementary Schools: Art: All Students will receive art Instruction. Music: 5th and 6th grade students will self-select participation in band: 5th Grade: 200 6th Grade: 175</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Junior High 226 students chose art. 240 students chose music.</p>	<p>Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 239 students chose art. 185 students chose music.</p>	<p>Junior High 227 students chose art. 248 students chose music.</p>		<p>All students in 4th grade at Roosevelt, Lincoln, and King schools will receive music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 250 students will choose art. 250 students will choose music.</p>
<p>Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described</p>	<p>Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school:82%</p>	<p>Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 74.2%</p>	<p>Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 73.37%</p>		<p>Students will be enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Participating in physical education motivates me to come to school every day:64%</p> <p>Participating in music enriches (improves) my experience at school: 91%</p> <p>Participating in music motivates me to come to school every day:77%</p> <p>Learning about music will help me in the future:80%</p> <p>Participating in art enriches (improves) my experience at school:74%</p> <p>Participating in art motivates me to come to school every day:66%</p> <p>Learning about art will help me in the future:67%</p>	<p>Participating in physical education motivates me to come to school every day: 51.01%</p> <p>Agree/Strongly Agree</p> <p>Participating in music enriches (improves) my experience at school: 85.94%</p> <p>Agree/Strongly Agree</p> <p>Participating in music motivates me to come to school every day: 73.82%</p> <p>Agree/Strongly Agree</p> <p>Learning about music will help me in the future: 60.3%</p> <p>Agree/Strongly Agree</p> <p>Participating in art enriches (improves) my experience at school: 67.02%</p> <p>Agree/Strongly Agree</p> <p>Participating in art motivates me to come to school every day: 60.3%</p> <p>Agree/Strongly Agree</p> <p>Learning about art will help me in the future:</p>	<p>Participating in physical education motivates me to come to school every day: 48.76%</p> <p>Agree/Strongly Agree</p> <p>Participating in music enriches (improves) my experience at school: 80.83%</p> <p>Agree/Strongly Agree</p> <p>Participating in music motivates me to come to school every day: 70.43%</p> <p>Agree/Strongly Agree</p> <p>Learning about music will help me in the future: 78.1%</p> <p>Agree/Strongly Agree</p> <p>Participating in art enriches (improves) my experience at school: 65.91%</p> <p>Agree/Strongly Agree</p> <p>Participating in art motivates me to come to school every day: 59.83%</p> <p>Agree/Strongly Agree</p> <p>Learning about art will help me in the future:</p>		<p>Participating in physical education motivates me to come to school every day:75%</p> <p>Participating in music enriches (improves) my experience at school: 90%</p> <p>Participating in music motivates me to come to school every day:80%</p> <p>Learning about music will help me in the future:80%</p> <p>Participating in art enriches (improves) my experience at school: 80%</p> <p>Participating in art motivates me to come to school every day: 75%</p> <p>Learning about art will help me in the future: 75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		61.08% Agree/Strongly Agree	60.27% Agree/Strongly Agree		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplies/Materials School Sites	School sites are provided with supplies and materials that support the programs and services in the LCAP including art, music, physical education.	\$198,377.00	Yes
1.2	School Libraries	<p>School libraries are open during school hours and are supported with staff, books, periodicals, and technology including electronic books. School libraries serve as the check out/check in point for student technology including laptops and iPads. Libraries serve as the initial point of contact for troubleshooting technology/repairing devices.</p> <p>Library Media Technician aide for each school site Destiny library information system</p>	\$865,597.00	Yes
1.3	Technology	<p>Students in grades 2-8 have access to laptop computers and standards-aligned digital content. Students in grades TK-1 have access to an iPad and standards-aligned digital content.</p> <p>Laptop for each student grades 2-8. iPad for each student in TK, K, 1 5 Computer Technicians</p>	\$5,799,192.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2 Tech Engineers Standards-aligned digital content/subscriptions		
1.4	Study Trips	Students in each grade level attend a study trip that is aligned with content standards for their grade. Entrance fees Transportation	\$310,000.00	Yes
1.5	Art, Music, PE	Art, music, and PE instruction is supported with staff, supplies, and materials. 3.0 Art Teachers Art Supplies 5.0 Music Teachers Music Supplies/Equipment/Instruments 5.0 PE Teachers PE Supplies After School Athletics and Youth Development Personnel After School Athletics and Youth Development Supplies	\$2,018,960.00	Yes
1.6	After School Program	Students in grades 7-8 will have the opportunity to participate in an after-school enrichment. After School Staff Supplies and materials	\$2,593.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Even though the COVID pandemic continues to influence the district's efforts/ability to fully implement some actions or portions of actions, the actions under Goal #1 well were implemented overall during the 2022-2023 school year.

CHALLENGES

Technology continues to be both a success and a challenge. One challenge is remaining current with technological advances to ensure all 5,500 plus student devices remain up-to-date with both software systems as well as student-appropriate filters. Our vast technology department is consistently ensuring updates are rolled out to both student and staff devices. Students' lack of internet connectivity in their homes is a challenge in which HESD provides hotspots to families to help alleviate that barrier to their learning. Updating and maintaining these hotspots remains a challenge.

Study Trips became a challenge this year with the series of storms that flooded out roadways causing numerous cancellations to planned trips. Many school sites had to either rebook or find alternative trips that tied to grade-level standards.

SUCSESSES

One of the greatest successes of the HESD LCAP has been the district's efforts to provide students with a broad educational program. A continuing mandate, reiterated by educational partners in advisory committees, through surveys, and in student focus groups has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. In fulfilling this mandate from our educational partners, and to maintain and build upon our success in this area, the district has added credentialed teachers who specialize in art, music, and physical education. Students at all grade levels receive instruction in these subjects. All students have the opportunity to attend an academic study trip that is aligned with the content standards for their grade level, albeit the weather created unforeseeable challenges. Every classroom is equipped with a Smartboard and is connected to the internet via a state-of-the-art wireless network. Students have access to a variety of apps and multimedia digital academic content. Students in TK-1 have access to an iPad. Students in grades 2-8 have access to a laptop computer, with students in grades 4-8 taking laptops home for homework and research.

* Action 1.1: Supplies/Materials School Sites: Individual school sites were provided with funding to support the goals in the LCAP based on the percentages of unduplicated pupils at the site. Note that the goals in each school site's School Plan for Student Achievement are aligned with the district's LCAP goals. School sites documented the use of these funds in their School Plans for Student Achievement. School sites used these funds to purchase supplies and materials to support their LCAP-aligned school goals.

* Action 1.2: School Libraries: A Library Media Technician at each school site managed instructional and library materials and technology, and ensured libraries were open to serve students. Library Media Technicians were upgraded from part-time to full-time in 2021-2022.

* Action 1.3: Technology: All students were provided with a computer device. Students in grades 2-8 have access to laptop computers and standards-aligned digital content. Students in grades TK-1 have access to an iPad and standards-aligned digital content. Students without

internet connectivity at home were provided with a wifi hotspot. A team of technicians supported schools and students ensuring computers and networks were operating and supporting students.

* Action 1.4: Study Trips: After not being able to implement this action in 21-22, the district and school sites were able to provide academic study trips to all students throughout 22-23 to help enhance each student's learning experience beyond the classroom.

* Action 1.5: Art, Music, PE: All students in the elementary schools received art instruction. Elementary students in grades five and six were able to choose music as an elective. Students in elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every 10 days. Students at the junior high schools had opportunities to select additional athletic electives. Credentialed PE, music, and art teachers provided educational activities to students at elementary and junior high schools.

* Action 1.6: The district's after-school program was implemented, however, with the addition of ELOP (Extended Learning Opportunities Program), elementary after-school activities were funded with ELOP instead of the LCAP. The Junior High after-school activities continue to be funded through the LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal #1 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #1 is approximately 3%. The estimated actual expenditures were slightly more than the budgeted expenditures.

* Action 1.1: Supplies/Materials School Sites: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

* Action 1.2: School Libraries: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

* Action 1.3: Technology: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

* Action 1.4: Study Trips: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

* Action 1.5: Art, Music, PE: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

* Action 1.6: The difference between the budgeted expenditures and the estimated actuals for Action 1.6 is approximately 97%. The budgeted expenditures were less than the estimated actual expenditures. With the addition of ELOP (Extended Learning Opportunities Program), elementary after-school activities were funded with ELOP instead of the LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

Despite the impacts of an ongoing COVID pandemic during the 22-23 school year, the actions under Goal #1 were effective in delivering a broad educational program to the district's students. The district received a score of "Met" on the Implementation of Academic Standards Local Indicator on the CA Dashboard. Students received instruction in art, music, and physical education, and participated in these subjects:
Elementary Schools:

- * Art: All Students received art Instruction.
- * 463 students in 5th and 6th-grade participated in band.
- * All students in 4th grade at Richmond, Roosevelt, Lincoln, and King schools received music instruction. (The schools are the highest numbers of low-income students)
- * All students received the required number of physical education minutes.

Junior High Schools:

- * 227 students chose art
- * 248 students chose music
- * All students received the required number of physical education minutes.

Data from the HESD student survey show that students overwhelmingly feel that they are enriched by participating in these activities, that these activities improve their school experience, and that participating in these activities will benefit them in the future. Data from the HESD parent survey show that parents overwhelmingly believe that a broad educational program is important for their students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- * Action 1.1 Supplies/Materials School Sites: No changes as individual school sites continue to be provided with funding to support the goals in the LCAP based on the percentages of unduplicated pupils at the site.
- * Action 1.2 Library Media Technicians were upgraded to full-time in 2021-2022 to further provide increased/improved services for students. This change continued into 2022-2023 with plans to continue in future years.
- * Action 1.3 Annual salary schedule increases for employees (step & column) increased the amount of funding required to support this action.
- * Action 1.4 Increases in entrance fees and transportation costs require additional funding for study trips.
- * Action 1.5 Changes in personnel and their individual salaries result in changes in the funds needed to support this action. Even though not being funded through the LCAP with the addition of additional state funding, the district is looking to hire 2 more art teachers and 1 more music teacher.
- * Action 1.6 The after-school program for elementary grades will continue to expand going forward, however, the funding for elementary grades is now through the Expanded Learning Opportunities Program (ELOP). The LCAP will support after-school programs for students in grades 7 and 8.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

An explanation of why the LEA has developed this goal.

The district developed this goal because it is committed to the academic achievement of all students, especially those who are low-income, English learners, and foster youth.

The district developed this goal:

* Because data from the 2022 California School Dashboard Academic Indicator places Hanford Elementary in the Low (Orange equivalent) category in ELA and math. In ELA, seven of the nine student subgroups are in the Low (Orange equivalent) or Very Low (Red equivalent) category. In math, eight of the nine subgroups are in the Low (Orange equivalent) or Very Low (Red equivalent) category. This grouping, with most subgroups performing at levels equal to or below the district overall, indicates a need to provide support to all subgroups of high needs students. There is a need to provide high needs students with instructional supports including increasing staffing levels in grades 1-6 to reduce class size and/or eliminate combination classes (thereby providing these students with more individualized time and attention from the teacher) and to provide summer educational programs giving these students additional hours of instructional time.

*Because English learners performed at the Low (Orange equivalent) level in ELA and Math, this indicates that there is a need to provide students who are English learners with language support in all academic areas and to provide these students with English language development instruction (instruction in learning the English language). There is an additional need to provide classroom teachers with leadership, training, and support in implementing effective integrated and designated English language development instruction.

The metrics under this goal will measure the extent to which increased student achievement has been delivered. The actions provide students with the programs, services, and materials that will lead to increased achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Local Assessment Data ELA	Local Assessment Data ELA Baseline (Percent Proficient) TK: 80% K: 60% 1st: 66% 2nd: 24% 3rd: 15% 4th: 16.5% 5th: 17% 6th: 24% 7th: 13% 8th: 14%	Not Available: This metric will be discontinued. See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.	Not Available: This metric will be discontinued. See CASSPP Data Below. See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.		Local Assessment Data ELA (Percent Proficient) TK: 95% K: 78% 1st: 90% 2nd: 31% 3rd: 20% 4th: 21% 5th: 22% 6th: 31% 7th: 17% 8th: 18%
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Local Assessment Data Math	Local Assessment Data Baseline Math (Percent Proficient) TK: 62.5% K: 66.9% 1st: 38.5% 2nd: 47.7% 3rd: 33.6% 4th: 20.4% 5th: 17.9% 6th: 17.4% 7th: 11.8% 8th: 29.2%	Not Available: This metric will be discontinued. See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for	Not Available: This metric will be discontinued. See CAASPP Data Below. See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of		Local Assessment Data Baseline Math (Percent Proficient) TK: 81% K: 87% 1st: 50% 2nd: 62% 3rd: 44% 4th: 27% 5th: 23% 6th: 23% 7th: 25% 8th: 38%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		discussion on changes to this metric going forward.	this section for discussion on changes to this metric going forward.		
Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide assessments (ELA)	English Language Arts: Overall: 24.5 Below Level 3 (Orange) EL: 48.2 Below Level 3 (Orange) SED: 33.4 Below Level 3 (Orange) SWD: 93.9 Below Level 3 (Red) Homeless: 81.3 Below Level 3 (Red) Asian: 15.6 Below Level 3 (Orange) Af Am: 52.7 Below Level 3 (Orange) Hisp: 30.5 Below Level 3 (Orange) 2/More: 3.3 Above Level 3 (Yellow) White: 9.9 Above Level 3 (Green)	Not Available: The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below. Once the California School Dashboard resumes publication, use of the color-coded California School Dashboard Metrics will resume. See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on	English Language Arts: Overall: 17.5 Below Level 3 (Low - Orange equivalent) EL: 39.6 Below Level 3 (Low - Orange equivalent) SED: 31.5 Below Level 3 (Low - Orange equivalent) SWD: 98.0 Below Level 3 (Very Low - Red equivalent) Homeless: 55.8 Below Level 3 (Low - Orange equivalent) Asian: N/A Af Am: 58.5 Below Level 3 (Low - Orange equivalent) Hisp: 21.6 Below Level 3 (Low - Orange equivalent) 2/More: 0.9 Below Level 3 (Medium - Yellow equivalent) White: 15.5 Above Level 3 (High - Green equivalent)		English Language Arts: Overall: 5 Below Level 3 (Green) EL: 3.2 Below Level 3 (Green) SED: 2.6 Above Level 3 (Green) SWD: 70 Below Level 3 (Yellow) Homeless: 36.3 Below Level 3 (Yellow) Asian: 2.4 Above Level 3 (Green) Af Am: 5 Below Level 3 (Green) Hisp: 2.5 Above Level 3 (Green) 2/More: 9.3 Above Level 3 (Green) White: 18.3 Above Level 3 (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		changes to this metric going forward.			
Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide Assessments (Math)	Mathematics: Overall: 51.2 Below Level 3 (Orange) EL: 61.7 Below Level 3 (Yellow) SED: 49.8 Below Level 3 (Yellow) SWD: 118.6 Below Level 3 (Red) Homeless: 94.6 Below Level 3 (Orange) Asian: 7.2 Below Level 3 (Green) Af Am: 77.7 Below Level 3 (Orange) Hisp: 46.5 Below Level 3 (Orange) 2/More: 17.7 Below Level 3 (Yellow) White: 6.1 Below Level 3 (Green)	Not Available: The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below. Once the California School Dashboard resumes publication, use of the color-coded California School Dashboard Metrics will resume. See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.	Mathematics: Overall: 53.8 Below Level 3 (Low - Orange equivalent) EL: 74 Below Level 3 (Low - Orange equivalent) SED: 67.4 Below Level 3 (Low - Orange equivalent) SWD: 126.9 Below Level 3 (Very Low - Red equivalent) Homeless: 75.8 Below Level 3 (Low - Orange equivalent) Asian: N/A Af Am: 100.7 Below Level 3 (Very Low - Red equivalent) Hisp: 57.9 Below Level 3 (Low - Orange equivalent) 2/More: 26.1 Below Level 3 (Low - Orange equivalent) White: 23 Below Level 3 (Medium - Yellow equivalent)		Mathematics: Overall: 25 Below Level 3 (Green) EL: 12.2 Below Level 3 (Green) SED: 22.8 Below Level 3 (Green) SWD: 94.6 Below Level 3 (Yellow) Homeless: 49.6 Below Level 3 (Yellow) Asian: 1.8 Above Level 3 (Green) Af Am: 23.7 Below Level 3 (Green) Hisp: 22.5 Below Level 3 (Green) 2/More: 8.7 Below Level 3 (Green) White: 2.9 Above Level 3 (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Locally Collected CAASPP Data: ELA	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2021 CAASPP ELA Overall: 38.22% SWD: 5.77% Eco. Disadvantaged: 33.45% English Learner: 15.22% Asian: 40.74% African American: 26.77% Hispanic: 35.81% White: 59.11% Two or More: 47.62% Homeless: 34.78%	PERCENTAGE OF STUDENTS PROFICIENT ON THE CAASPP ELA See Baseline (Baseline is from 2021 CAASPP) The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below. Once the California School Dashboard resumes publication, use of the color-coded California School Dashboard Metrics will resume. See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2022 CAASPP ELA (CDE Data Quest) Overall: 45.51% SWD: 10.66% Eco. Disadvantaged: 39.68% English Learner: 25.03% Asian: 62.07% African American: 28.22% Hispanic: 43.60% White: 60.57% Two or More: 51.86% Homeless: 27.12%		Percent Proficient: Percentage of Students Scoring Proficient (Exceeded or met) CAASPP ELA Overall: 45.03% SWD: 10% Eco. Disadvantaged: 40% English Learner: 20.22% Asian: 50% African American: 35% Hispanic: 41% White: 70% Two or More: 55% Homeless: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.			
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Locally Collected CAASPP Data: Math	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2021 CAASPP Math Overall: 25.74% SWD: 4.79% Eco. Disadvantaged: 20.84% English Learners: 8.95% Asian: 29.17% African American: 12.12% Hispanic: 22.91% White: 43.19% Two or More: 33.33% Homeless: 13.64%	PERCENTAGE OF STUDENTS PROFICIENT ON THE CAASPP MATH See Baseline (Baseline is from 2021 CAASPP) The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below. Once the California School Dashboard resumes publication, use of the color-coded California School Dashboard Metrics will resume.	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2022 CAASPP Math (CDE Data Quest) Overall: 29.97% SWD: 8.26% Eco. Disadvantaged: 24.90% English Learners: 14.60% Asian: 48.28% African American: 13.50% Hispanic: 28.02% White: 43.32% Two or More: 41.67% Homeless: 17.24%		Percent Proficient Percentage of Students Scoring Proficient (Exceeded or met) CAASPP Math Overall: 31% SWD: 8% Eco. Disadvantaged: 30% English Learners: 13.95% Asian: 40% African American: 20% Hispanic: 30% White: 48% Two or More: 40% Homeless: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.			
Priority 4: Pupil Achievement as measured by all of the following, as applicable: D. The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC	41.9% making progress towards English language proficiency	<p>Not Available: The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.</p> <p>Once the California School Dashboard resumes publication, use of the California School Dashboard Metrics "English Learner Progress Indicator (ELPI)" will resume.</p>	Medium 51.1% making progress towards English language proficiency (CA Dashboard)		High 55.5% making progress towards English language proficiency

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.			
Priority 4: Pupil Achievement as measured by all of the following, as applicable: D. The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC	2021 ELPAC Percentage of EL Students Scoring Proficient on the Summative ELPAC 13.98%	PERCENTAGE OF EL STUDENTS SCORING PROFICIENT ON THE ELPAC See Baseline (Baseline is from 2021 ELPAC) The California School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below.	2022 ELPAC (CDE Data Quest) Percentage of EL Students Scoring Proficient on the Summative ELPAC 17.78%		Percentage of EL Students Scoring Proficient on the Summative ELPAC 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Once the California School Dashboard resumes publication, use of the California School Dashboard Metrics "English Learner Progress Indicator (ELPI)" will resume.</p> <p>See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.</p>			
Priority 4: Pupil Achievement as measured by all of the following, as applicable: E. The English learner reclassification rate	10.3% (19-20 Dataquest)	The English learner reclassification rate: 3.68% (2020-2021: 51 reclassified out of 1368 EL students)	The English learner reclassification rate: 12.01% (2021-2022: 171 reclassified out of 1424 EL students)		The English learner reclassification rate: 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/9/20.	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/8/21.	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 4/26/23.		All students will have State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Eliminate Combination Classes /Reduce Class Sizes	<p>Classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades K-6 and to lower class sizes in grades 4-8. 9 Classroom Teachers</p> <p>Based on the Hanford Elementary Teachers Association (HETA) Collective Bargaining Agreement, grade-level staffing shall be based on the following teacher/pupil ratios and ceilings set forth below: Grade TK – Ratio: State Mandate Grades TK through 3rd – Ratio: 1:25, Ceiling: 1:25 (*The ratio and ceiling of 1:25 for Grades TK-3 is contingent upon the District's participation in the Class Size Reduction Program.) Grades 4 through 8 – Ratio: 1:30, Ceiling: 1:33 Special Education Day Classes – Ratio: 1:15, Ceiling: 1:18 (**Class size configuration for SDC classes shall be TK-3, 4-6, 7-8 with flexibility for student's ability and if student numbers warrant it. In the event that enrollment in any SDC class exceeds the contracted class</p>	\$905,213.00	Yes

Action #	Title	Description	Total Funds	Contributing
		size class limit of 15 students, the District shall pay the affected teacher overage pay in the amount of \$100.00 per month for each student over the limit of 15 students up to the ceiling of 18 students. Overage pay will be calculated based on the highest daily enrollment of any single day during the month and regardless of the number of days in the month, the SDC class size exceeds the 15-student limit.) Special Education Resource Specialists – Ratio: State Mandate Alternative Education – Ratio: State Mandate P.E. Grades 7-8 – Ratio: 1:50, Ceiling: None		
2.2	Summer Program	Students at the district's junior high schools are supported with a robust summer program that includes both academics and enrichment.	\$123,320.00	Yes
2.3	Instructional Materials	Provide low-income students, foster youth, and English learners with up-to-date/upgraded instructional materials that provide specialized lessons, materials, and technology components that are specifically designed to provide increased support for English learners and struggling students. Instructional Materials (Books, textbooks) Teacher Resource Specialist	\$359,140.00	Yes
2.4	Supporting Designated and Integrated ELD	Designated and Integrated are supported with staff, supplies, and materials. Designated ELD EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes	\$1,071,143.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Each school will implement a 30-minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level.</p> <p>Integrated ELD EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap. All content area instruction includes the intentional use of scaffolds to remove barriers to learning for English learners. Integrated ELD:</p> <ul style="list-style-type: none"> • Includes intentional supports and scaffolds that happen by design • Is planned in advance as part of the lesson to eliminate barriers to learning • Often includes a preview or pre-teach to build background knowledge for the topic • May include small group • Provides connections to what students already know • Often includes hands on activity and discussion (with language supports as needed) • May include the use of charts and graphic organizers <p>Director of Curriculum Director Prog. Dev., Assessment, Accountability (50%) 33% Learning Directors 50% Admin Secretary (PD ELs)</p>		

Action #	Title	Description	Total Funds	Contributing
		1 EL Instructional Aide (Jr. High) Supplies Materials for Supplemental ELD Instruction		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions and services under Goal 2 were well implemented overall, with students making progress toward proficiency on the state-adopted standards and with students who are English learners making progress learning English.

CHALLENGES

Based on the 2022 California Dashboard, 'All Students' in ELA scored at the Low (Orange equivalent) level, which is comparable to 2019 pre-COVID levels, however, even though Math 'All Students' also scored at the Low (Orange equivalent) level, the percent of proficient in math still remains below 2019 pre-COVID levels (per 2019 Dataquest 38.03% compared to 2022 Dataquest 29.97%). With the COVID pandemic still looming, our absenteeism rate remains at historically high levels. With students absent and not in their seats in a classroom, there is a challenge keeping students up to date with day-to-day lessons and standards. This is been very evident in our math scores. In addition to student absenteeism, staff absenteeism due to COVID was still a cause for concern along with the shortage of subs, which also had an impact on student learning.

SUCSESSES

Students in HESD continue to make progress toward achieving proficiency on the State academic standards, especially compared to scores from the previous two years during the COVID pandemic. In ELA, students have closed the learning gap from the COVID pandemic and distance learning, and based on the 2022 CA Dashboard 'All Students' had a higher proficiency level in ELA compared to pre-COVID 2019 CA Dashboard (per 2019 Dataquest 45.03% compared to 2022 Dataquest 45.51%). In looking at CAASPP scores per CDE Dataquest, EL students have made great strides through the COVID pandemic and have a higher percent proficient in ELA in 2022 compared to 2019 (per CDE Dataquest 2019, 15.17% EL students proficient compared to 2022, 25.03% EL students proficient). The district will maintain and build on students' academic success by continuing to provide smaller class sizes, eliminating combination classes, and providing a robust summer and after-school instructional programs going forward.

EL Progress Indicator continues to be an area of success showing that 51.1% of the ELs are making progress compared to 41.9% in 2019.

* Action 2.1: The district did not have any combination classes for in-person instruction in grades 1-6 in 2022-2023. (In order to continue to offer independent study, grade levels were combined in the district's one independent study class.)

- * Action 2.2: The district expanded its summer programs in 2021-2022 and looks to continue to expand during the summer of 2023. Note: Elementary summer programs are now funded through the Extended Learning Opportunities Program (ELOP) while the Junior High Schools' 7th and 8th-grade summer programs continue to be funded through the LCAP.
- * Action 2.3: The district ensured all students had sufficient instructional materials. There were no new instructional materials adoptions in 22-23. The district maintained existing instructional materials. For 2022-2023 the district moved \$500,000 to this action for instructional digital subscriptions/content that got funded elsewhere, leaving a shortfall between the planned budget and estimated actuals.
- * Action 2.4: The district provided integrated and designated ELD to all EL students in 2022-2023.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Goal #2 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #1 is approximately 13%. The estimated actual expenditures were slightly less than the budgeted expenditures, mainly due to Action 2.3, which is described below.
- * Action 2.1: There is no material difference between the budgeted expenditures and the estimated actual expenditures.
 - * Action 2.2: There is no material difference between the budgeted expenditures and the estimated actual expenditures.
 - * Action 2.3: The district maintained existing instructional materials. For 2022-2023 the district moved \$500,000 to this action for instructional digital subscriptions/content that got funded elsewhere, leaving a shortfall between the planned budget and estimated actuals of about 67%.
 - * Action 2.4: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions under Goal 2 continue to be effective in students making progress toward proficiency on the state-adopted standards and English learners continue to make progress learning the English language. Although data from the 2020-2021 CAASPP indicate that students experienced learning loss due to the impacts of the COVID pandemic, 2022 ELA CAASPP scores reflected a 6.29% points increase in scores over 2021 and a 0.48% points increase over 2019 Pre-COVID CAASPP scores. Math CAASPP scores show an increase of 4.23% points from 2021 to 2022, even though math CAASPP scores were still lower than Pre-COVID levels. The actions under Goal 2 continue to be effective by providing instructional supports including increasing staffing levels, reduction of class sizes, and the elimination of combination classes.

Other Successes include:

- * The percentage of EL students scoring proficient on the CAASPP ELA increased dramatically in 2022 with 25.03% of EL students scoring proficient compared to 15.22% in 2021 and 15.17% in 2019 (Pre-COVID). (CDE DataQuest)
- * The percentage of reclassified English learners (RFEP) scoring proficient on the CAASPP ELA increased in 2022 to 76.58% compared to 2021: 64.65% and 2019: 63.98%. (CDE DataQuest)

* The percentage of students scoring proficient on the ELPAC increased in 2022 to 17.78% compared to 2021: 14.29% and 2019: 13.90% (CDE DataQuest).

A Director of Curriculum (English Learners), provided leadership and monitoring of the district's integrated and designated ELD programs. The Director of Curriculum provided leadership that insured all EL students received instructional support throughout the school day (integrated ELD) and specific instruction in learning the English language (designated ELD) each day. The Director of Curriculum worked with school site principals and learning directors ensuring that implementation of integrated and designated ELD was in place and that teaching staff received professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities at the district and school level that support English learners. A learning director at each school site, provided leadership and monitoring of ELD instruction at the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement professional development that is targeted to individual school sites' needs. Successes in Implementation Hanford Elementary School District implemented services leading students to proficiency on the state-adopted standards. Classrooms were staffed so that no students in grades 1-6 were in a combination class. All students in Hanford Elementary who are English learners received language support across all academic subjects. English learners also received specific instruction in learning the English language.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes were made to the following metrics in 2022: Metric: Priority 4: Pupil Achievement as measured by all of the following, as applicable: Local Assessment Data ELA: In our Year 1 LCAP, we included local assessment data for our baselines in ELA and mathematics. These local assessments were designed to be formative tools to inform teachers' short-term instructional planning. They were not designed to be used as annual measures of students' academic progress and were never intended for this use. We included these as our baseline only because of disruptions to the state testing system due to the COVID pandemic and uncertainty of the availability of state test scores going forward. Because we now have a new set of student achievement data from the 2020-2021 California Assessment of Student Performance and Progress (CAASPP) that presents a more recent and more accurate picture of where our students stand academically, and because this data will be more understandable for the district's educational partners, the 2020-2021 CAASPP data will become the new baseline for State Priority 4 in the Measuring and Reporting Results section for our LCAP. The local assessment data is no longer available and we will no longer report on this data. Because there will be no reporting of the English Learner Progress Indicator (ELPI) on the California School Dashboard for 2020 & 2021, the percentage of students scoring proficient on the ELPAC will become the new baseline for State Priority 4 in the Measuring and Reporting Results section of our LCAP for English Learner Progress.

SUMMARY OF CHANGES TO GOAL #2 METRICS

The COVID pandemic caused substantial disruption to the state testing and accountability reporting systems. These disruptions required changes to the metrics the district will use to measure student achievement. These are detailed in the sections above and summarized here:

- * The district will use data reported on the California Department of Education's Dataquest website for its academic metrics.

- ** Percent of students scoring proficient in ELA

- ** Percent of students scoring proficient in math

- ** Percent of English learners scoring proficient on the ELPAC

- ** The English learner reclassification rate

- * Action 2.1 Ten teachers will be used to eliminate combination classes and/or reduce class sizes.

- * Action 2.2 The summer program for elementary grades will expand going forward, but will be funded with the Expanded Learning Opportunities Program (ELOP). In 2022 the action was revised to read: Students at the district's junior high schools are supported with a robust summer program that includes both academics and enrichment. The "Population Served" Section of Action was revised in 2022 to Low Income, Foster Youth, English Learners--Schoolwide--Kennedy & Wilson. The funding amount will change based on the needs of the junior high students.

- * Action 2.3 Additional instructional materials including materials supporting English language development along with digital subscriptions were implemented in 22-23.

- * Action 2.4 Annual salary schedule increases for employees (step & column) increased the amount of funding required to support this action.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	The district will support teachers and staff with professional development, training, and collaboration time.

An explanation of why the LEA has developed this goal.

The district developed this goal because students from low-income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families.

The district developed this goal:

- * Because a teacher who is exceptionally well-trained has deep knowledge of the content areas for which she is responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students).
- * Because an exceptionally well-trained teacher is able to deliver specialized instruction to students who are English learners.
- * Because data from the California School Dashboard indicate that low-income students, English learners, and foster youth performed below “All Students” in both ELA and Math.
- * Because data from the California School Dashboard Academic Indicator places Hanford Elementary in the Low (Orange equivalent) category in ELA and math. In ELA, seven of the nine student subgroups are in the or Low (Orange equivalent) or Very Low (Red equivalent) category. In math, 8 of the nine subgroups are in the Low (Orange equivalent) or Very Low (Red equivalent) Categories. English learners performed at the Low (Orange equivalent) level in ELA and math.
- *Because having teachers who are appropriately credentialed, well trained, who can provide expert pedagogy, and support their students who are English learners will lead to increased student achievement.

There is a need to provide teachers with professional development and training designed to build their content knowledge and further develop their pedagogy.

There is a need to provide teachers with professional development and training designed to build their ability support English learners.

There is a need continue to provide up-to-date instructional materials to students in all content areas.

There is a need to provide classroom teachers with leadership, training, and support in implementing effective integrated and designated English language development instruction.

The metrics under this goal will measure the extent to which all teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching, the extent to which the district's professional development programs support the training needs of teaching staff, and the extent to which teachers new to the profession are supported in their first two years of teaching,

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	241 Teachers with Full Credential 15 Teachers without Full Credential	239 Teachers with Full Credential 12 Teachers without Full Credential	258 Teachers with Full Credential 19 Teachers without Full Credential		All teachers in the LEA will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
HESD Teacher Survey	% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement. 78%	90% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.	90% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.		80% will Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.
New Teacher Induction Completion Rates	100% of teachers in the district's induction program successfully cleared their credential.	12 teachers in the district's induction program (100%) successfully cleared their credentials in 21-22.	100% of the teachers in year 2 of the district's induction program will complete the program (9 teachers).		100% of teachers in the district's induction program successfully cleared their credential.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Professional Development	Teachers are supported with leadership, training, and professional development. 33% Learning Directors 50% Admin. Secretary (Supports PD) 3 Teacher PD Days	\$1,176,480.00	Yes
3.2	Teacher Collaboration Time	Provide weekly collaboration time for teachers. Administrators and teachers conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction and interventions. Teacher Resource Specialist Admin. Supplies, Materials	\$108,326.00	Yes
3.3	New Teacher Induction	The district will operate a California Commission on Teacher Credentialing (CTC) accredited new teacher induction program. New teachers will receive induction support for two years and will clear their credentials through the induction program. Admin Secretary (Induction) Induction Program Supplies	\$143,586.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions and services under Goal #3 were well implemented overall and led to the hiring, support, and retention of qualified teachers, support staff, and administrators.

CHALLENGES

New teacher induction became a challenge with changes made by the state in regards to testing, qualifications, and credentialing. Our induction team has done a great job supporting new teachers through this process, however, we are finding that new teachers are feeling the pressure more with added work in studying for their own assessments on top of their normal job duties.

SUCSESSES

Professional Development has been an area of success per teacher survey feedback. HESD has continued with three days dedicated to professional development (August 4, 2022, October 17, 2022, and January 27, 2023) for all teachers which keeps our teachers well-trained in their content areas. There has been a PD focus on providing targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students).

Weekly collaboration time for teachers continues to be a great success where teachers (and administration) conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction and interventions. Teacher feedback is that teachers and administration truly appreciate this dedicated time to plan, analyze, and create standards-based lessons based on need.

* Action 3.1: Learning directors provided school-site based professional development and support for teachers. The district conducted three teacher professional development days in 2022-2023.

* Action 3.2: Teachers were provided with collaboration time each Wednesday.

* Action 3.3: The induction program served new teachers throughout the 2022-2023 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal #3 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #3 is approximately 0.01%. The estimated actual expenditures continue to align with the budgeted expenditures.

* Action 3.1: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

* Action 3.2: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

* Action 3.3: The induction program served new teachers throughout the 2022-2023 school year. The estimated actuals are 12.77% higher than the budgeted. The difference between budgeted and estimated actual expenditures for employee positions is the result of salary increases, and placements of personnel on the salary schedule, which was a slight increase, in addition to an increase to additional services, including consultants, that were provided to our induction candidates. These additional services were an increase from a budget of \$10,151 to an estimated actuals of \$24,456.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions and services under Goal 3 were well implemented overall and led to the hiring, support, and retention of qualified teachers, support staff, and administrators. Learning Directors developed and implemented training for teaching staff at their schools. Learning Directors provided ongoing support, training, and in-class coaching for teachers at their school sites. Teachers new to the profession, with preliminary teaching credentials, were provided with a beginning teacher support program that led toward the attainment of a professional clear credential. Teachers received three days of professional development. Teachers were provided with ongoing training, support, and in-class coaching through a Learning Director at each school site. Learning Directors support teachers at their school sites by assessing the specific professional development needs of teachers/grade level teams and providing that support directly or utilizing staff developers at county offices of education.

The HESD Teacher Survey indicates that teachers overwhelmingly believe that the three professional development days are an important resource that will lead to increased academic achievement for students with 90% choosing "Strongly Agree" or "Agree".

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result changes to our programs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

An explanation of why the LEA has developed this goal.

The district developed this goal because we have significant numbers of high needs (Unduplicated) students, and these students experience barriers to learning that go well beyond what all students experience. These barriers include health and wellness as well as social and emotional challenges. High needs students, including students from low income families and students who are foster youth, may lack the resources to access the types of health and social/emotional supports that reduce barriers to learning.

The district developed this goal:

* Because while suspensions have decreased significantly over the past five years, there are some groups of students whose suspension rates remain high (African American, Two or More Races, Foster Youth, Students with Disabilities).

* Because some groups of students are experiencing high rates of chronic absenteeism (Students with Disabilities)

**Because the COVID pandemic has had a significant negative effect on students' social-emotional wellbeing, with students from low income families and students who are foster youth being especially impacted.

The metrics under Goal 4 measure school engagement and connectedness by monitoring the extent to which suspension, expulsion, and chronic absenteeism rates decline, the rate at which school attendance increases, and the extent to which parents feel that their children are safe at school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate as measured by all of the following, as applicable: A. Pupil suspension rates	The district's suspension rate was 2.7% (2019 Dashboard/2019 Dataquest).	CA School Dashboard is suspended for 2021. Data from the California Department's	The district's suspension rate was 4.4% (2022 Dashboard/2022 Dataquest).		The district's suspension rate will be 2.4% (Decline of 0.3%).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard: All Students: 2.7% (Green) Dataquest: 2.8% Dashboard: EL: 1.4% (Green) Dataquest: 1.4% Dashboard: SED: 2.9% (Green) Dataquest: 3.1% Dashboard: SWD: 5.7% (Orange) Dataquest: 6.0% Dashboard: Hisp: 2.2% (Green) Dataquest: 2.3% Dashboard: Asian: 1.9% (Green) Dataquest: 1.9% Dashboard: AfAm: 8.2% (Red) Dataquest: 8.2% Dashboard: Filipino: 0% (Blue) Dataquest: 0% Dashboard: 2/More: 6.7% (Red)	Dataquest website will be used for this metric--See below. Note: Schools were closed for much of the 20-21 school year and students attended through distance learning. As a result of schools being closed, fewer students were suspended than would have been if schools had remained open for the entire year. All Students: 0.5% EL: 0.3% SED: 0.6% SWD: 0.3% Hisp: 0.5% Asian: 0% AfAm: 1.1% Filipino: 0% 2/More: 0.5% White: 0.7% Foster: 2.5% Homeless: 1.6%	Dashboard: All Students: 4.4% (High) Dataquest: 4.5% Dashboard: EL: 4.6% (High) Dataquest: 4.7% Dashboard: SED: 5.0% (High) Dataquest: 5.0% Dashboard: SWD: 6.4% (Very High) Dataquest: 7.0% Dashboard: Hisp: 4.1% (High) Dataquest: 4.2% Dashboard: Asian: 4.2% (High) Dataquest: 4.2% Dashboard: AfAm: 9.1% (Very High) Dataquest: 9.6% Dashboard: Filipino: 0% (Very Low) Dataquest: 0% Dashboard: 2/More: 4.6% (High) Dataquest: 4.5%		Dashboard: All Students: 1.8% (Green) Dataquest: 1.9% Dashboard: EL: 0.5% (Blue) Dataquest: 0.5% Dashboard: SED: 2.0% (Green) Dataquest: 2.2% Dashboard: SWD: 3% (Green) Dataquest: 3.3% Dashboard: Hisp: 1.3% (Green) Dataquest: 1.4% Dashboard: Asian: 1.0% (Green) Dataquest: 1.0% Dashboard: AfAm: 5.2% (Yellow) Dataquest: 5.2% Dashboard: Filipino: Between 0% and 3%(Green) Dataquest: Between 0% and 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dataquest: 6.3% Dashboard: White: 3.2% (Yellow) 3.3% Dashboard: Foster: 12.2% (Red) Dataquest: 12.1% Dashboard: Homeless: 4.9% (Yellow) Dataquest: 5.4%		Dashboard: White: 4.2% (High) Dataquest: 4.3% Dashboard: Foster: 4.5% (High) Dataquest: 4.8% Dashboard: Homeless: 9.4% (Very High) Dataquest: 9.5%		Dashboard: 2/More: 3% (Green) Dataquest: 3.4% Dashboard: White: 2.3% (Green) Dataquest: 2.4% Dashboard: Foster: 6% (Yellow) Dataquest: 5.9% Dashboard: Homeless: 3% (Green) Dataquest: 3.5%
Priority 6: School Climate as measured by all of the following, as applicable: B. Pupil expulsion rates	The district's expulsion rate was 0.50%.	The district's expulsion rate was 0% Note: Schools were closed for much of the 20-21 school year and students attended through distance learning. As a result of schools being closed, fewer students were expelled than would have been if schools had remained open for the entire year.	The district's expulsion rate was 0.10%. (2022 Data Quest)		The district's expulsion rate will be below 0.50%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Pupil Engagement as measured by all of the following, as applicable: A. School attendance rate	The district's school attendance rate was 96.1%.	The district's school attendance rate was 96.1% Note: Schools were closed for much of the 20-21 school year and students attended through distance learning. During periods of distance learning, attendance was calculated based on the work students turned in each week.	The district's school attendance rate was 89.6%. (based off Annual report 21-22)		The district's school attendance rate will be 97%.
Priority 5: Pupil Engagement as measured by all of the following, as applicable: B. Chronic absenteeism rates	The District's chronic absenteeism rate was 7.9% (2019 Dashboard/2019 Dataquest) Dashboard: Overall: 7.9% (Yellow) Dataquest: 7.9% Dashboard: EL: 6.2% (Orange) Dataquest: 5.8% Dashboard: SED: 8.6% (Yellow) Dataquest: 8.2%	CA School Dashboard is suspended for 2022. Data from the California Department's Dataquest website will be used for this metric--See below. Note: The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21	The District's chronic absenteeism rate was 41.5% (2022 Dashboard/2022 Dataquest) - During Covid Pandemic Dashboard: Overall: 41.5% (Very High) Dataquest: 41.0% Dashboard: EL: 36.7% (Very High) Dataquest: 36.5% Dashboard: SED: 45.3% (Very High) Dataquest: 44.8%		The District's chronic absenteeism rate will be 7.4% (Decrease of 0.5%) Dashboard: Overall: 7.4% (Green) Dataquest: 7.4% Dashboard: EL: 4.7% (Green) Dataquest: 4.3% Dashboard: SED: 7.1% (Green) Dataquest: 6.7% Dashboard: SWD: 10% (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard: SWD: 13.7% (Red) Dataquest: 13.3% Dashboard: Hisp: 7.6% (Yellow) Dataquest: 7.6% Dashboard: Asian: 5.9% (Orange) Dataquest: 5.9% Dashboard: AfAm: 10.3% (Orange) Dataquest: 10.9% Dashboard: Filipino: 8.3% (Orange) Dataquest: 8.3% Dashboard: 2/More: 8.3% (Green) Dataquest: 8.6% Dashboard: White: 8.2% (Yellow) Dataquest: 8.2% Dashboard: Foster Youth: 11.6% (Orange) Dataquest: 11.6%	academic year. The CDE recommends caution when comparing absenteeism data across academic years. Overall: 12.3% EL: 9.1% SED: 14.7% SWD: 16.8% Hisp: 12.2% Asian: 4.2% AfAm: 21.9% Filipino: 2.4% 2/More: 7.2% White: 11.6% Foster Youth: 29.7% Homeless: 47.4% Am Indian: 22.2%	Dashboard: SWD: 55.2% (Very High) Dataquest: 52.3% Dashboard: Hisp: 42.4% (Very High) Dataquest: 41.9% Dashboard: Asian: 27.1% (Very High) Dataquest: 27.1% Dashboard: AfAm: 47.8% (Very High) Dataquest: 47.7% Dashboard: Filipino: 20.0% (High) Dataquest: 18.2% Dashboard: 2/More: 40.1% (Very High) Dataquest: 37.0% Dashboard: White: 36.0% (Very High) Dataquest: 35.3% Dashboard: Foster Youth: 54.0% (Very High) Dataquest: 51.7%		Dataquest: 9.6% Dashboard: Hisp: 6.1% (Green) Dataquest: 6.1% Dashboard: Asian: 4.4% (Green) Dataquest: 4.4% Dashboard: AfAm: 4.9% (Green) Dataquest: 5.5% Dashboard: Filipino: 6.8% (Green) Dataquest: 6.8% Dashboard: 2/More: 6.8% (Green) Dataquest: 7.1% Dashboard: White: 6.7% (Green) Dataquest: 6.7% Dashboard: Foster Youth: 5.6% (Green) Dataquest: 5.6% Dashboard: Homeless: 10% (Yellow) Dataquest: 9.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Dashboard: Homeless: 22.8% (Yellow) Dataquest: 22.6%</p> <p>Dashboard: Am Indian: 18.9% (Orange) Dataquest: 18.9</p>		<p>Dashboard: Homeless: 60.5% (Very High) Dataquest: 60.7%</p> <p>Dashboard: Am Indian: 47.4% (Very High) Dataquest: 47.2%</p>		<p>Dashboard: Am Indian: 10% (Green) Dataquest: 10%</p>
Priority 5: Pupil Engagement as measured by all of the following, as applicable: C. Middle school dropout rates	The district's middle school dropout rate was 0%.	The district's middle school dropout rate was 0%.	The district's middle school dropout rate was 0%.		Middle school dropout rate will be 0%
Priority 6: School Climate as measured by all of the following, as applicable: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	<p>93% of parents agree or strongly agree with the statement, "My child is safe at school" on the 19-20 HESD Parent Survey.</p> <p>83% of students agree/strongly agree with the statement, "I feel safe at school" on the HESD Student Survey.</p>	<p>92.54% of parents agree or strongly agree with the statement, "My child is safe at school" on the 21-22 HESD Parent Survey.</p> <p>77.61% of students agree/strongly agree with the statement, "I feel safe at school" on the HESD Student Survey.</p>	<p>96% of parents agree or strongly agree with the statement, "My child is safe at school" on the 22-23 HESD Parent Survey.</p> <p>74.06% of students agree/strongly agree with the statement, "I feel safe at school" on the HESD Student Survey.</p>		<p>The percentage of parents who agree or strongly agree with the statement, "My child is safe at school" on the HESD Parent Survey will be 90% or more.</p> <p>The percentage of students who agree or strongly agree with the statement, "I feel safe at school" on the HESD Student Survey will be 90% or more.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Teachers will provide their input and voice on school climate and their "sense of school connectedness" through monthly meetings with their bargaining unit HETA.		Teachers will provide their input and voice on school climate and their "sense of school connectedness" through monthly meetings with their bargaining unit HETA.		Minutes of HETA meet and consult will reflect that teachers agree that students are safe at school and connected to their school.
Priority 1: Basic Services addresses the degree to which: C. School facilities are maintained in good repair	All schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT)	All schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT) August 2021	2022: Most schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT). Jefferson received a score of "Fair". These schools received a score of "Good": Martin Luther King Jr., Monroe, Roosevelt, Woodrow Wilson Jr. High.		All schools will receive a score of "Exemplary" on the California Facilities Inspection Tool (FIT)

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Coordination of Student Support	Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support. Learning Directors Director of School Climate, Child Welfare and Attendance Child Welfare and Attendance Specialist (for School Climate Child Welfare and Attendance) Supplies/Materials (for School Climate Child Welfare and Attendance)	\$1,157,634.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Supplies/Materials for Foster Youth School Social Worker SARB		
4.2	Health Professionals (Physical/Mental/Social/Emotional)	School health professionals and counselors provide direct services to students to promote well-being and health, and intervene with actual and potential health problems. 5 School Nurses (RNs) 11 School Nurses (LVNs) (One per school site) School Nursing Supplies/Materials 3 School Counselors (Elementary Schools) 2 Counselors (Junior High) (One Per School)	\$2,465,166.00	Yes
4.3	School Support Staff	Additional support staff provides direct services to students to promote a positive school climate, good citizenship, and school safety. 8 Student Specialists 2 Vice Principals 2 School Resource Officers (not district employees) Yard Supervision Community Day School (CDS): *1 CDS Principal/Youth Development *3 CDS Teachers *1 CDS Specialist *3 CDS Aides *Supplies	\$3,369,842.00	Yes
4.4	Transportation	Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school.	\$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions under Goal #4 were well implemented overall (and expanded) with students attending safe, well-maintained schools and having access to standards-aligned materials.

CHALLENGES

Hanford Elementary School District continues to face challenges, similar to Kings County and the State of California, with Chronic Absenteeism and student discipline leading to suspension as the COVID pandemic lingers. Anecdotal information and internal student absenteeism and discipline data from the 2022-2023 school year indicate that the COVID pandemic continues to have a negative impact on students' social and emotional wellbeing. In 2022-2023, there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. The data measuring school climate, especially suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions and chronic absenteeism. These programs and services have also been effective during the pandemic in ameliorating the effects of school closures, COVID related absences, and the personal losses that many students have experienced.

There is a need to re-establish practices that had HESD Chronic Absenteeism rates lower than both the county and state.

SUCSESSES

The successful implementation of actions and services that support students' social and emotional well-being continues to mitigate some of the negative impact of the COVID pandemic. Based on student survey data, 36% of the students in grades 5-8 had visited their school counselor, while 79% said there is an adult at the school that they can talk with if they have a problem. The district's team of student support staff worked throughout the year to improve students' physical health and social-emotional well-being. The district coordinated several funding sources (including the LCAP) to significantly expanded the level of support for students' physical health and social-emotional well-being last year and continued this year. During the 2022-2023 school year, to mitigate the impact of the COVID pandemic on students' social and emotional well-being, the district continued with the 3 social workers as well as our school counselors, having one at every elementary school and 2 at each junior high school. Learning directors at the elementary schools and vice principals at the junior high school's coordinate services to ensure that students who need services receive them.

* Action 4.1: Coordination of Student Support. Learning directors at each school site monitored the social-emotional and health needs of students and coordinated the support that students' received from counselors, social workers, nursing staff, student specialists, and other staff. Learning directors are the homeless liaison for each school site and coordinated services for homeless students with the district's

homeless liaison and social workers. The district maintained the two additional school social workers that were implemented in 21-22 (using ESSER funds) bringing the total to three across the district.

- * Action 4.2: Health Professionals (Physical/Mental/Social/Emotional). The district maintained its team of social-emotional and health services staff that was expanded in 21-22 including nurses and counselors. The district team of LVNs (one per school site) was upgraded from part-time to full-time in 2021-2022 and the district maintained this level of support. The district maintained the addition of school counselors (using ESSER funds), which were expanded in 2021-2022 in order to have a school counselor at each elementary school and two counselors at each junior high.
- * Action 4.3: Additional support staff provided direct services to students to promote a positive school climate, good citizenship, and school safety including student specialists, vice principals (junior highs), school resource officers, and yard supervisors. The district maintained a community day school for students with significant behavior challenges.
- * Action 4.4: Transportation. HESD transportation was provided for elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal #4 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #4 is approximately 2.37%. The estimated actual expenditures were slightly less than the budgeted expenditures.

- * Action 4.1: There is no material difference between the budgeted expenditures and the estimated actual expenditures for Action 4.1.
- * Action 4.2: There is no material difference between the budgeted expenditures and the estimated actual expenditures for Action 4.2.
- * Action 4.3: There is no material difference between the budgeted expenditures and the estimated actual expenditures for Action 4.3.
- * Action 4.4: There is no material difference between the budgeted expenditures and the estimated actual expenditures for Action 4.4.

An explanation of how effective the specific actions were in making progress toward the goal.

Due to the ongoing and lingering effects of the COVID pandemic, both Chronic Absenteeism and Suspension rates increased when compared to Pre-COVID data and are not an accurate reflection of the district's efforts to support students. Anecdotal observations along with internal data for the school year show that students have experienced a decline in social-emotional well-being due to the COVID pandemic. This decline is most significant at the district's junior high schools.

CHRONIC ABSENTEEISM

The COVID pandemic has had a profound effect on student attendance. During the school year, there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. In the years leading up to the pandemic, the district's chronic absenteeism rate remained below that of the state and of Kings County overall. Data continue to show that the district's

programs and services supporting students' social-emotional well-being and physical health are effective. For 2022-2023 school year, schools were able to re-incorporate programs and activities that promoted school attendance that the state and county departments of health required them to suspend the previous year. This has helped to improve attendance, however, attendance rates are still not back to Pre-COVID rates.

SUSPENSION RATE

The data measuring school climate, especially suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have led to a significant and steady decline in suspensions and chronic absenteeism. The district's programs and services for students under Goal #4 during the pandemic have mitigated the negative effects on their social-emotional well-being. This indicates a need to continue, and where possible, expand the services and programs that support students' social-emotional well-being and physical health.

The district's suspension rate declined by more than fifty percent between 2013 and 2019 (the last data set prior to the pandemic). Analysis of the district's suspension rate shows the following: Overall (All Students) Suspension Rates:

2013 (CDE Dataquest) 6.3%

2014 (CDE Dataquest) 5.0%

2015 (CDE Dataquest) 5.1%

2016 (CDE Dataquest) 4.3%

2017 (CDE Dataquest) 3.4%

2018 (CDE Dataquest) 3.1%

2019 (CDE Dataquest) 2.8%

2020 (CDE Dataquest) 2.9%

2021 (CDE Dataquest) 0.5% (School closures and extended periods of distance learning affected student suspensions and suspension rates in 2020-2021.)

2022 (CDE Dataquest) 4.5%

Even though suspension rates did increase in 2021-2022, they are still lower than were prior to 2016 and school sites will re-incorporate the strategies and supports that were in place prior to COVID.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Since the California School Dashboard was suspended for 2021-2022 due to the COVID pandemic, the following metrics were adjusted to show/include information from the California Department of Education's Dataquest website. It is important to note that Dataquest calculates suspension rates and chronic absenteeism rates in a slightly different way than the California School Dashboard. Therefore, information from

Dataquest was added to the baseline for accurate comparison and target setting. Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates

B. Chronic absenteeism rates

Baseline and Desired Outcomes for 2023–24 for the above metrics will also include Dataquest data.

* Action 4.1: Annual salary schedule increases for employees (step & column) increased the amount of funding required to support this action.

* Action 4.2: LVNs were increased from part-time to full-time in 2021-2022 to further increase/improve services for students. LVNs continued full-time in 2022-2023 with plans to continue in the future.

* Action 4.3: Annual salary schedule increases for employees (step & column) increased the amount of funding required to support this action.

Note: Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result of changes to our programs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Communication between schools and home will be regular and meaningful.

An explanation of why the LEA has developed this goal.

The district developed this goal because the district is committed to the belief that family engagement is one of the single most important factors in helping students succeed in school.

The district developed this goal:

- * Because there is an ongoing need for parents/guardians to actively participate in their children's education and there is a need for home to school communication and parent/guardian involvement.
- * Because parents need information and training to help their children achieve in school.
- * Because parents have a right to be involved in the decision-making process at the school and district levels.

The metrics under Goal 5 will measure the extent to which parents are involved in their students' education. The actions under Goal 5 will support parents as they are involved in their students' education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation	Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by	Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by	Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by		The parent conference attendance rate will be 95% or greater. The percentage of parents who agree/strongly agree with the following statements on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in programs for individuals with exceptional needs.	<p>district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2019-2020 Parent/teacher attendance rate: 99.1%.</p> <p>2020 HESD Parent Survey: 95% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>95% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p>	<p>district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2021-2022 Parent/teacher attendance rate: 99.5%</p> <p>2021-2022 HESD Parent Survey: Agree/Strongly Agree: 96.51% Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>Agree/Strongly Agree: 94.22% The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p>	<p>district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2022-2023: Parent/teacher attendance rate: 99.8%.</p> <p>2023 HESD Parent Survey: 98% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>97% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p>		<p>HESD Parent Survey will be 95% or greater.</p> <p>Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards. (95% or greater)</p> <p>The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math. (95% or greater)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	95% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).	Agree/Strongly Agree: Not Available I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).	96% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).		
Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.	The District received a score of "Met" on the 2021 California School Dashboard local indicator for Parent Engagement.	Although the CA School Dashboard is suspended for 2021-2022, the district completed the required Local Indicators and posted them on the CA School Dashboard. The district would have received a score of "Met" on the Implementation of Academic Standards Local Indicator if the dashboard were not suspended.	The District received a score of "Met" on the 2022 California School Dashboard local indicator for Parent Engagement.		The District will receive a score of "Met" on the California School Dashboard local indicator for Parent Engagement.
Priority 3: Parental Involvement addresses:	Parents(including parents of unduplicated pupils and pupils with	Parents(including parents of unduplicated pupils and pupils with	Parents(including parents of unduplicated pupils and pupils with		The district and schools maintain the required committees.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A.The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	<p>exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2019-2020 HESD Parent Survey: 95% Agree/Strongly Agree : I receive adequate information regarding</p>	<p>exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2021-2022 HESD Parent Survey: Agree/Strongly Agree : 95.93% I receive adequate information regarding</p>	<p>exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2022-2023 HESD Parent Survey: Agree/Strongly Agree : 99% I receive adequate information regarding</p>		<p>The percentage of parents who agree/strongly agree with the following statements on the HESD Parent Survey will be 95% or greater.</p> <p>I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations. (95% or greater)</p> <p>There are adequate opportunities for me to become informed about the school's programs. (95% or greater)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>93% Agree/Strongly Agree: There are adequate opportunities for me to become informed about the school's programs.</p>	<p>parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>Agree/Strongly Agree: 92.89% There are adequate opportunities for me to become informed about the school's programs.</p>	<p>parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>Agree/Strongly Agree: 96% There are adequate opportunities for me to become informed about the school's programs.</p>		

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Parent/Family Communication	The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.	\$0.00	No
5.2	Parent Involvement Activities	School sites and the district will provide parents with a variety of informational, training/educational, and social activities. Parent Liaison Parent Education Center Supplies	\$347,172.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	Required Committees	The district and school sites will maintain the required committees for parent input.	\$0.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions and services under Goal #5 were well-implemented with communication between schools and home being regular and meaningful.

CHALLENGES

A challenge the district faces is the use of ParentVue, our district's online program that shows grades and other details for their child. Based on the Parent Survey, only 38% of the parents said they use ParentVue to view their child's progress regularly, 36% use it sometimes to view their child's progress, and 26% said they do not use it.

SUCSESSES

Parents in Hanford Elementary have multiple opportunities to receive information on their child's progress, to participate in educational and social activities, and to have their voices heard in decisions about the district's programs and services for students. The district's parent/teacher conference attendance rate is 99.8% for 2022-2023. On the district's surveys, parents overwhelmingly agree that there are opportunities to become involved in school activities, that they receive information about their child's progress, and that they have opportunities to provide input into the school's programs. To maintain and build upon this success, the district will continue to upgrade technology tools to facilitate outreach and communication with families, a parent outreach center will provide parents with resources and training that will help them support their children in school, educational partner groups will continue to provide input and recommendations on the district's programs and services.

* Action 5.1: The District and school sites provided parents with conferences, report cards, and other means of communication regarding students' progress.

* Action 5.2: School sites and the district provided parents with a variety of informational, training/educational, and social activities that included parent/family activities to support academics and social-emotional well-being.

* Action 5.3: The district and school sites maintained the required committees for parent input. These committees met regularly throughout the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal #5 Overall: The difference between the budgeted expenditures and the estimated actuals for Goal #5 is approximately 7.26%. The estimated actual expenditures were slightly more than the budgeted expenditures. Additional parent involvement activities beyond those that were initially planned/budgeted were provided to parents resulting in increased expenditures.

* Action 5.1: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

* Action 5.2: The difference between the budgeted expenditures and the estimated actuals for Action 5.2 is approximately 7.26%. The actual expenditures were slightly more than the budgeted expenditures. Additional parent involvement activities beyond those that were initially planned/budgeted were provided to parents resulting in increased expenditures.

* Action 5.3: There is no material difference between the budgeted expenditures and the estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The district's actions under Goal #5 were effective in delivering meaningful, two-way communication to families:

* Action 5.1: The District and school sites provided parents with conferences, report cards, and other means of communication regarding students' progress. The parent conference attendance rate was 99.8%. Parents overwhelmingly strongly agree/agree that they receive meaningful and timely communication on their students' progress/achievement.

* Action 5.2: School sites and the district provided parents with a variety of informational, training/educational, and social activities. The district and individual school sites provided a variety of parent/family activities to support academics and social-emotional wellbeing. Parents overwhelmingly Agree/Strongly Agree that:

** 98% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.

** 97% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.

** 99% Agree/Strongly Agree: I receive adequate information regarding parent meetings/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back-to-school night, and parent education presentations.

** 96% Agree/Strongly Agree: There are adequate opportunities for me to become informed about the school's programs.

* Action 5.3: The district and school sites maintained the required committees for parent input. These committees met regularly throughout the year. Input/recommendations from these committees were communicated regularly to the HESD Board of Trustees and incorporated into the district's LCAP.

A Parent Liaison provided outreach, education, and communication to families of students across the district. A Parent Outreach Center staffed by the Parent Liaison, for the parents of EL students was in place on the campus of Lincoln Elementary school. EL parents from across the district had access to this center, which was stocked with books, supplies, and materials. EL parents had access to an iPad lab at

the outreach center. The center provided a variety of educational sessions as well as drop-in hours. Additionally, eBooks, (English and Spanish) that can be read on iPads or other devices were purchased for EL parents to check out.

Activities, including parent academies and training at the parent outreach center and at school sites, have been well-attended. Parents, in overwhelming numbers, agree that they are provided with information regarding parent meetings/activities such as school site council, English learner advisory committee, parent Workshops, back-to-school night, and parent education presentations; that there are adequate opportunities to become informed about the school's programs; that parent/teacher conferences are helpful; and that they receive information about their students' progress.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

2024 Expected Outcomes: The question on the HESD Parent Survey, and thus the related expected outcome, "I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports. (95% or greater)" has been discontinued. Most parents now receive information about their child's progress through the district's online portal called ParentVue. Some of the tools listed in the question (yellow cards, progress reports, and notes are no longer used as they have been replaced by the ParentVue system.) Parents requesting paper communication/progress reports will be provided with them. Action 5.2: Due to the popularity of parent education activities and to the academic progress made by students whose parents participated in the activities, this action was expanded in 21-22 from serving only families of EL students to serving families of students who are low-income, foster youth, and English learners. The "Population Served" was changed in 21-22 to reflect this expansion (Low Income, Foster Youth, English learners, LEA-Wide). Data from district assessments show that Unduplicated (EL) students whose families participated in these activities had greater gains in achievement than students whose families did not. The amount budgeted for parent outreach and education activities was significantly increased from 21-22.

Note: Budgeted expenditure amounts may change going forward due to salary differences or price changes on goods. Unless otherwise noted, such changes are not material and are not the result of changes to our programs.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
18,629,216	2,164,651

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.22%	0.97%	\$535,589.00	33.19%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

ACTION 1.1

School sites are provided with supplies and materials that support the programs and services in the LCAP.

Based on the 2021-2022 CAASPP scores, low-income students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard

To address these needs, we will provide support to school sites with supplies and materials that support the programs and services in the LCAP.

How the Needs of how Low-income Students Were Considered First:

In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.1 have been developed. The actions and services under 1.1 are based on these considerations and designed to support low-income pupils by providing them with material supports that allow them to access the standards-aligned instruction in a way that is equitable to all students. Pupils from low-income families may not have access to school supplies such as paper, pencils, notebooks, chart paper, supplies for science experiments and other materials necessary to fully participate in a broad educational program. Increasing the amount (quantity) of these types of supplies and materials at school sites ameliorates a barrier to a broad educational program that exists for low-income students. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. An indicator of "Met" on the California School Dashboard's Local Indicators for "Implementation of Academic Standards" shows that unduplicated students are receiving instruction and instructional materials that are aligned with California's academic content standards. The district has completed and published the Local Indicators and received a score of "Met" on the California School Dashboard.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.1 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partner has provided the district with consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Supplies and materials that support these components are effective in the delivery of the Broad Educational Program.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see below.) Moreover, 99% of parents agree or strongly agree with the statement: In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education. The district received a score of "Met" on the California School Dashboard Local Indicator for Implementation of Academic Standards. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

Students strongly agree/agree with the following statements on the 2022-2023 LCAP Student Survey:

Physical education activities enrich (improve) my experience at school: 73.73%

Participating in physical education motivates me to come to school every day: 48.76%

I think it is important to have music at my school: 77.27%

Participating in music enriches (improves) my experience at school: 80.83%

Participating in music motivates me to come to school every day: 70.43%

Learning about music will help me in the future: 78.1%

Participating in art motivates me to come to school every day: 59.83%

Participating in art enriches (improves) my experience at school: 65.91%

Learning about art will help me in the future: 60.27%
I enjoy learning at my school: 71.34%
I plan to go to college: 87.67%

We expect this action to lead to an increase in low-income student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

ACTION 1.2

School libraries are open during school hours and are supported with staff, books, periodicals, and technology.

Based on the 2021-2022 CAASPP scores, low-income students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard

To address these needs, we will provide support to ensure school libraries are open during school hours and are supported with staff, books, periodicals, and technology.

How the Needs of how Low-income Students Were Considered First:

In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these student are considered first as services provided under Action 1.2 have been developed. The services under Action 1.2 are based on these considerations and designed to support low-income pupils by providing them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students. Students from low-income families may not have access to books, periodicals, or standards aligned digital content/media at the same levels as more affluent students. School libraries that are open and fully staffed during school hours provides low-income pupils with increased access to books, periodicals, and electronic educational media at school and at home. By providing increased library services to low-income students, they have increased access to reading. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under [State] Priority 2.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.2 are effective in meeting Goal 1, that "Students will receive a broad educational program." Fully staffed school libraries are open each school day. Libraries are an important component of a Broad Educational Program.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 98% of parents agree or strongly agree with the statement: In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education. The district received a score of "Met" on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

We expect this action to lead to an increase in low-income student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

ACTION 1.3

Students in grades TK-8 have access to laptop computers and standards-aligned digital content.

Through home visits and parent engagement, there is a disparity among low-income students with technology in the home compared to their peers which creates a gap in learning at home and is carried over into the classroom. Based on the 2021-2022 CAASPP scores, low-income students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard

To address these needs, students in grades TK-8 have access to laptop computers and standards-aligned digital content.

How the Needs of how Low-income Students Were Considered First:

In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services under Action 1.3 have been developed. The services provided under Action 1.3 are based on these considerations and have been designed to support low-income pupils by providing them with material supports that allow them to access the standards-aligned instruction in a way that is equitable to all students. Unduplicated Pupils have needs for instructional supports that go well beyond what all students need.

Pupils from low-income families may not have access to the technology that is essential for success in K-12, college, and in today's workplaces. Providing low-income students with increased access to technological resources including internet-connected iPads and laptops

along with digital content ameliorates a barrier to academic achievement and to a broad educational program that exists for low-income students. Access to technology is an integral component of a Broad Course of Study. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under [State] Priority 2.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.3 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partners have provided the district with consistent input that says a broad education includes access to modern technology. The services in Action 1.3 have provided each low-income student in grades 3-8 with a laptop computer. Students in grades K-2 are provided with iPads. Low-income students have access to a suite of standards-aligned digital content. Access to technology, both computers and digital content are an integral component of a broad educational program. The district's Local Indicators on the California School Dashboard show that students are receiving a "Broad Course of Study." A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under [State] Priority 2.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.)

We expect this action to lead to an increase in low-income student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

ACTION 1.4

Students in each grade level attend a study trip that is aligned with content standards for their grade.

Through home visits and parent engagement, there is a disparity between low-income students and their peers in opportunities for educational exposure and experiences outside of the local town, which creates a gap in learning that carries over into the classroom. Based on the 2021-2022 CAASPP scores, low-income students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard

Parent Survey: Question: It is important for my child to attend academic study trips that are aligned with classroom instruction. 99% Agree/Strongly Agree

To address these needs, students in grades TK-8 have access to study trips that are aligned with content standards and broaden their educational exposure.

How the Needs of how Low-income Students Were Considered First:

In order to access a broad, standards aligned instructional program in a way that is equitable, low-income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.4 have been developed. The services provided under Action 1.4 are based on these considerations and designed to support low-income pupils by providing them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students. Pupils from low-income families may lack the resources to experience activities that have been shown to increase content knowledge, interest in academics, and engagement in school. Providing students from low-income families with travel to museums, zoos, state, and national parks ensures that a lack of resources does not prevent them from receiving an important component of a broad educational program. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. An indicator of "Met" on the California School Dashboard's Local Indicators for "Implementation of Academic Standards" shows that unduplicated students are receiving instruction and instructional materials that are aligned with California's academic content standards.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.4 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partners have provided the district with consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The services in Action 1.4 have provided low-income students with opportunities to experience these activities. All students are provided with the opportunity to attend an academic study trip that is aligned with the academic standards for their grade level.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 99% of parents agree/strongly agree with the statement: It is important for my child to attend academic study trips that are aligned with classroom instruction including travel to museums, zoos, state and national parks. The district received a score of "Met" on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

We expect this action to lead to an increase in low-income student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

ACTION 1.5

Art, music, and PE instruction is supported with staff, supplies, and materials.

Through home visits and parent engagement, there is a disparity between low-income students in the Arts, Music, and Physical education opportunities compared to their peers. To address these needs, we will provide support to school sites in Art, music, and PE instruction that support the programs and services in the LCAP.

How the Needs of how Low-income Students Were Considered First:

In order to access a broad, standards-aligned instructional program in a way that is equitable, Unduplicated Pupils have needs for enrichment activities that go beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.5 have been developed. Pupils from low-income families may lack the resources to experience activities and courses of study that have been shown to increase content knowledge, interest in academics, and engagement in school. The actions and services under 1.1 are based on these considerations and designed to support these students by providing them with art, music, and physical education, and athletics--a broad educational program. The State of California has designated a Broad Educational Program as one of its Eight Priorities.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.5 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partners have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. An indicator of "Met" on the California School Dashboard's Local Indicators for "Implementation of Academic Standards" shows that unduplicated students are receiving instruction and instructional materials that are aligned with California's academic content standards.

Students in elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every 10 days. Students at the junior high schools had opportunities to select additional athletic electives and to participated in after-school sports. Students at the elementary schools were provided opportunities to participate in an after-school enrichment program and after-school sports. All elementary school students received art instruction. Approximately 468 elementary students in grades 5 and 6 elected to participate in band. All 4th grade students at Lincoln, Richmond, Roosevelt, and Martin Luther King

schools received music instruction. Students self-select elective classes at the junior high schools and choose from a variety of classes that include art, music, and athletics. Approximately 227 students chose art instruction and 248 students chose music instruction at the two junior high schools.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 99% of parents agree/strongly agree with the statement: In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education. The district received a score of “Met” on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of “Met” on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.

Elementary Schools:

Art: All Students received art Instruction.

Music: 5th and 6th grade students self-select participation in band:

5th Grade: 248

6th Grade: 215

(Total 463)

All students in 4th grade at Richmond, Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)

Junior High

227 students chose art.

248 students chose music.

Based on student survey results, students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results below:

Parent Survey

Question: In addition to ELA and Math, it is important for my child to have instruction in science, history, art, music, and physical education.
99% Agree/Strongly Agree

Physical Education

Physical education activities enrich (improve) my experience at school: 73.37%

Participating in physical education motivates me to come to school every day: 48.76% Agree/Strongly Agree

Music

Participating in music enriches (improves) my experience at school: 80.83% Agree/Strongly Agree

Participating in music motivates me to come to school every day: 70.43% Agree/Strongly Agree

Learning about music will help me in the future: 78.1% Agree/Strongly Agree

Art

Participating in art enriches (improves) my experience at school: 65.91% Agree/Strongly Agree

Participating in art motivates me to come to school every day: 59.83% Agree/Strongly Agree

Learning about art will help me in the future: 60.27% Agree/Strongly Agree

We expect this action to lead to an increase in low-income student exposure to the performing arts to address their identified needs. To maximize the impact of this action in improving student exposure throughout the district, this action is being provided on an LEA-wide basis.

ACTION 1.6

Students in grades 7-8 have the opportunity to participate in an after-school enrichment.

Through Advisory Committees, parents and students have expressed the need for after-school enrichment programs, especially for our low-income population who may not have the resources themselves to participate in community events. This shows there is a disparity between low-income students in the after-school enrichment opportunities compared to their peers. To address these needs, the district will provide

support to the junior high school (elementary sites have afterschool enrichment funded through ELOP) sites for afterschool enrichment that support the programs and services in the LCAP.

How the Needs of how Low-income Students Were Considered First:

In order to access a broad, standards-aligned instructional program in a way that is equitable, low-income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.6 have been developed. The services provided under Action 1.6 are based on these considerations and are designed to support low-income pupils by providing them with material supports that allow them to access the standards-aligned instruction in a way that is equitable to all students. Students from low-income families may lack the resources to provide their children with after-school enrichment, including support and homework help in reading, math, science, and history. Students from low-income families may lack the resources to provide after-school enrichment including art, music, and physical education for their students. Parents in low-income families may lack the resources to provide safe, supervised after-school childcare each evening. An indicator of "Met" on the California School Dashboard's Local Indicators for a "Broad Educational Program" shows that students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs. An indicator of "Met" on the California School Dashboard's Local Indicators for "Implementation of Academic Standards" shows that unduplicated students are receiving instruction and instructional materials that are aligned with California's academic content standards.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.6 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's educational partners have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Moreover, the State of California has designated a Broad Educational Program as one of its Eight Priorities. The services in Action 1.6 are providing low-income students with a broad educational program that continues after the end of the regular school day containing these components.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 99% of parents agree/strongly agree with the statement: "In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education." The district received a score of "Met" on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

We expect this action to lead to an increase in low-income student exposure to enrichment opportunities to address their identified needs. To maximize the impact of this action in improving student exposure throughout the district, this action is being provided on an school-wide basis.

ACTION 2.1

Classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades 1-6 and to lower class size in grades 4-8.

The State of California has determined that schools serving over 55% enrollment of low-income, English learners, and/or students in foster care needed additional certificated and classified staff to provide direct services to students, compared to schools with a lower enrollment of these target student groups. In order to reduce equity gaps and support staffing structures that are responsive to academic needs at our highest-need schools, the district will focus on classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades 1-6 and to lower class size in grades 4-8.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access standards aligned instruction in a way that is equitable, Unduplicated Pupils have needs for instructional supports that go well beyond what all students need. Data from the California School Dashboard (2022) indicate that low-income students, English learners performed below “All Students” in both ELA and Math, while foster youth scored slightly above All Students in ELA, and below All students in Math. Combination classes divide the teacher's time and effort, requiring the teaching of two grade levels in the same classroom. Therefore, the needs of these (Unduplicated) students are considered first as services provided under Action 2.1 have been developed. The services under Action 2.1 are based on these considerations and designed to support Unduplicated Pupils by providing them with increased support in the form of teachers' time and effort. Action 2.1 is designed to support to our low-income, EL, and foster youth students, improving and/or increasing services they receive in the following ways: Providing these Unduplicated Pupils with a single grade classroom ensures that the instruction they receive is aligned with the standards for their grade level, and that the teachers time and effort are focused entirely on the students in the grade level. Teachers working with a single grade level in the classroom have more time to provide individualized instruction to struggling students, who are mostly unduplicated students, (an increased service) and are able to focus their planning and delivery of lessons on an single grade level (an improved service).

How This Action is Effective in Meeting the Goals for These Students:

The services provided to students under Action 2.1 are effective in leading to the achievement of Goal 2, that all students will make progress toward proficiency on the state adopted standards and that English learners will make progress learning the English language. Test scores for students from low-income families and English learners were in the "Low" range in ELA and Math on the CA Dashboard (2022) and

showed an increase compared to the previous year. 51.1% of English learners made progress on the state assessment for English Learners Progress Indicator (2022 California School Dashboard) 17.78% of English learners scored at the "Proficient" level on the 2021-2022 Summative ELPAC.

Based on our most recent 2022 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 2.1 continue to be effective in making progress toward meeting Goal #2

ACTION 2.2

Students at the district's junior high schools are supported with a robust summer program that includes both academics and enrichment.

Through Advisory Committees, parents and students have expressed the need for summer enrichment programs, especially for our low-income, English Learner, and/or Foster youth population who may not have the resources themselves to participate in community events. This shows there is a disparity between our unduplicated population's summer enrichment opportunities compared to their peers. To address these needs, the district will provide support to the junior high school (elementary sites have summer enrichment funded through ELOP) sites for summer enrichment that support the programs and services in the LCAP.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access standards-aligned instruction in a way that is equitable, Unduplicated Pupils have needs for instructional supports that go well beyond what all students need. Data from the California School Dashboard (2019) and CDE Dataquest (2021) indicate that low-income students, English learners, and foster youth (at the district's two junior high schools) performed below "All Students" in both ELA and Math. The needs of these students are considered first as services provided under Action 2.2 have been developed. The services provided under Action 2.2 are based on these considerations and designed to support Unduplicated Pupils by providing additional instructional time that includes both academic instruction and enrichment activities during the summer when school is not normally in session. Providing additional hours/days of instruction to these students is an increase in services.

How This Action is Effective in Meeting the Goals for These Students: Action 2.2 is intended to help achieve an increase in academic achievement in ELA and math for students in grades 7 and 8. Evidence-based research indicates that providing increased instructional time that is adapted to students' individual (or small group needs) and that includes engaging learning experiences can lead to increased academic achievement See: What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/PracticeGuide/10>

We expect this action to lead to an increase in unduplicated student exposure to enrichment opportunities to address their identified needs. To maximize the impact of this action in improving student exposure throughout the junior high schools, this action is being provided on a school-wide basis.

ACTION 2.3

Provide low-income students, foster youth, and English learners with up-to-date/upgraded instructional materials that provide specialized lessons, materials, and technology components that are specifically designed to provide increased supports for English learners and struggling students (who are mostly unduplicated students).

Based on the 2021-2022 CAASPP scores, low-income students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard
- Foster students scored 16.6 points below standard
- English Learners scored 39.6 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard
- Foster students scored 71.3 points below standard
- English Learners scored 74.0 points below standard

To address these needs, we will provide support with supplies, materials, books, and technology that support the programs and services in the LCAP.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access standards aligned instruction in a way that is equitable, Unduplicated Pupils have a need for instructional supports that go well beyond what all students need. Low-income students, English learners performed below "All Students" in both ELA and Math. Per CDE Dataquest for the 2021-2022 school year, "All Students" in 7th grade scored 50.35% Proficient in ELA and 30.95% Proficient in Math while 8th grade "All Students" scored 44.69% proficient in ELA and 26.58% proficient in Math. EL students scored 21.31% Proficient in ELA for 7th grade and 5.13% for 8th grade. In math, EL students scored 6.50% proficient in ELA and 5.08% Proficient in Math.

Low-Income students scored 46.20% Proficient in ELA for 7th grade and 38.98% for 8th grade. In math, EL students scored 25.62% proficient in ELA and 22.19% Proficient in Math. Therefore, the needs of these students are considered first as services provided under Action 2.3 have been developed. The services provided under Action 2.3 are based on these considerations and designed to support Unduplicated Pupils improving and/or increasing services they receive in the following ways: Up-to-date/upgraded instructional materials provide specialized lessons, materials, and technology components that are specifically designed to provide additional (increased) supports for struggling students (who are mostly Unduplicated Pupils). Up-to-date instructional materials also provide specialized lessons, materials, technology components and other supports specifically designed to ensure that students who are English learners can understand, learn, and master the state adopted content standards, even though they may not yet be proficient in the English language.

How This Action is Effective in Meeting the Goals for These Students:

The services under Action 2.3 provide low-income students, English learners and foster youth with up-to-date/upgraded instructional

materials that contain these specialized supports and are thereby effective in increasing the quantity of resources available to them. Classroom teachers' use of these upgraded materials in their instruction qualitatively improves the instruction Unduplicated Pupils receive. The services provided to low-income students, English learners, and foster youth under Action 2.3 are effective in meeting the Expected Outcome for Goal 2, that says "All students have State Board of Education approved, Common Core standards-aligned instructional materials." The HESD Board of Trustees Sufficiency of Instructional Materials Resolution, passed on September 8, 2021, confirms that students have access to standards-aligned instructional materials. Test scores for students from low-income families and English learners increased from the prior year. 51.1% of English learners made progress on the state assessment for English Learners Progress Indicator (2022 California School Dashboard) 17.78% of English learners scored at the "Proficient" level on the 2021-2022 Summative ELPAC..

Based on our most recent 2022 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 2.3 continue to be effective in making progress toward meeting Goal #2.

We expect this action to lead to an increase in unduplicated student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

ACTION 2.4

Supporting Designated and Integrated English Language Development Instruction (ELD): This action is "Limited" to serving students who are English learners.

As a comprehensive approach to ELD, the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools states: "English learners at all English proficiency levels and at all ages require both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD." (p. 119)

Based on the 2021-2022 CAASPP scores, low-income students show a greater disparity in student learning when compared to their peers as measured on statewide assessments in ELA and Math.

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- English Learners scored 39.6 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- English Learners scored 74.0 points below standard

To address these needs, we will provide support to ensure ELs have the ELD support needed through programs and services in the LCAP.

We expect this action to lead to an increase in English Learners academic learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided as a limited

service to our English Learner students.

ACTION 3.1

Teachers are supported with leadership, training, and professional development.

Based on the 2021-2022 CAASPP scores, students from low-income families, English learners, and Foster youth have needs for well-trained teachers that go beyond the needs of students who are more affluent based on the 2022 CA Dashboard

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard
- Foster students scored 16.6 points below standard
- English Learners scored 39.6 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard
- Foster students scored 71.3 points below standard
- English Learners scored 74.0 points below standard

To address these needs, the district will provide teachers with support from leadership, training, and professional development that support the programs and services in the LCAP.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Students from low-income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. Data from CDE Dataquest (2022) indicate that low-income students, English learners, and foster youth performed below (Foster ELA scored slightly above in ELA) "All Students" in both ELA and Math. For the 2021-2022 school year, "All Students" scored 45.51% Proficient in ELA and 29.97% Proficient in Math. EL students scored 25.03% Proficient in ELA and 14.60% Proficient in Math. Low-income students scored 39.68% Proficient in ELA and 24.90% Proficient in Math. Foster youth scored 50.00% Proficient in ELA and 25.00% Proficient in Math. A teacher who is exceptionally well-trained has deep knowledge of the content areas for which she is responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students). An exceptionally well-trained teacher is able to deliver specialized instruction to students who are English learners. An exceptionally well-trained teacher is able to deliver a qualitatively better (improved) education to unduplicated students than a teacher who is merely adequately trained. Therefore, the needs of these students are considered first as services provided under Action 3.1 have been developed. Action 3.1 is based on these considerations and designed to support our low-income students and students who are English learners improving and/or increasing services they receive in the following ways: Providing the teachers of low-income students and English learners with training that includes content area knowledge and pedagogy, strategies for supporting struggling students, strategies for providing language supports to English learners in all content areas, and in providing designated English language development instruction for EL students ensures that these students receive instruction

targeted to their specific needs (a qualitative improvement).

How This Action is Effective in Meeting the Goals for These Students:

The services provided for low income students under Action 3.1 are effective in meeting Goal 3 that “The district will support teachers and staff with professional development, training, and collaboration time.” The training teachers receive supports them in their efforts to increase the achievement of low-income students and English learners. Test scores for students from low-income families, English learners, and Foster youth increased in both ELA and Math when compared to the previous year. 51.1% of English learners made progress on the state assessment for English Learners Progress Indicator (2022 California School Dashboard) 17.78% of English learners scored at the "Proficient" level on the 2021-2022 Summative ELPAC.

Based on our most recent 2022 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 3.1 continue to be effective in making progress toward meeting Goal #3

We expect this action to lead to an increase in unduplicated student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

ACTION 3.2

Provide weekly collaboration time for teachers. Administrators and teachers conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction and interventions.

Based on the 2021-2022 CAASPP scores, students from low-income families, English learners, and Foster youth there is a need to provide collaboration time to identify struggling students (by analyzing their work and assessment results), and to plan specialized/targeted instruction for these students (who are mostly unduplicated students).

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard
- Low-Income students scored 31.5 points below standard
- Foster students scored 16.6 points below standard
- English Learners scored 39.6 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard
- Foster students scored 71.3 points below standard
- English Learners scored 74.0 points below standard

To address these needs, the district will provide teachers with support from leadership, training, and professional development that support the programs and services in the LCAP.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Students who are from low-income families, who are English learners, and who are foster youth have needs for individualized (differentiated) instruction goes beyond the needs of students who are more affluent, are proficient in English, and live with their families. Therefore, the needs of these students are considered first as services provided under Action 3.2 have been developed. The actions and services under 3.2 are based on these considerations and designed to support these students by providing teachers with collaboration time to identify struggling students (by analyzing their work and assessment results), and to plan specialized/targeted instruction for these students (who are mostly unduplicated students). These efforts provide unduplicated students with a qualitatively better (improved) education. For the 2021-2022 school year, "All Students" scored 45.51% Proficient in ELA and 29.97% Proficient in Math. EL students scored 25.03% Proficient in ELA and 14.60% Proficient in Math. Low-income students scored 39.68% Proficient in ELA and 24.90% Proficient in Math. Foster youth scored 50.00% Proficient in ELA and 25.00% Proficient in Math.

How This Action is Effective in Meeting the Goals for These Students:

The services provided for low-income students under Action 3.2 are effective in meeting Goal 3 that "The district will support teachers and staff with professional development, training, and collaboration time." The collaboration time teachers receive supports them in their efforts to increase the achievement of low-income students and English learners. Test scores for students from low-income families, English learners, and Foster youth increased in both ELA and Math when compared to the previous year. 51.1% of English learners made progress on the state assessment for English Learners Progress Indicator (2022 California School Dashboard) 17.78% of English learners scored at the "Proficient" level on the 2021-2022 Summative ELPAC.

Based on our most recent 2022 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 3.2 continue to be effective in making progress toward meeting Goal #3

We expect this action to lead to an increase in unduplicated student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

Action 3.3

The district will operate a California Commission on Teacher Credentialing (CTC) accredited new teacher induction program. New teachers will receive induction support for two years and will clear their credentials through the induction program.

Based on the 2021-2022 CAASPP scores, students from low-income families, English learners, and Foster youth there is a need to provide new teachers with support through their first two years in the profession to develop deep knowledge of the content areas and to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students).

In ELA, on the 2022 CA Dashboard

- All Students scored 17.5 points below standard

- Low-Income students scored 31.5 points below standard
- Foster students scored 16.6 points below standard
- English Learners scored 39.6 points below standard

In Math, on the 2022 CA Dashboard

- All Students scored 53.8 points below standard
- Low-Income students scored 67.4 points below standard
- Foster students scored 71.3 points below standard
- English Learners scored 74.0 points below standard

To address these needs, the district will provide teachers with support from leadership, training, and professional development that support the programs and services in the LCAP.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Students who are from low-income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. Data from the California School Dashboard (2022) indicate that low-income students, English learners performed below “All Students” in both ELA and Math, while foster youth scored slightly above All Students in ELA, and below All students in Math. A new teacher who is exceptionally well-trained and is supported through their first two years in the profession develops deep knowledge of the content areas for which she is responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students). An exceptionally well-trained/supported new teacher is able to deliver specialized instruction to students who are English learners. An exceptionally well-trained/supported new teacher is able to deliver a qualitatively better (improved) education to unduplicated students than a teacher who is merely adequately trained. Action 3.3 is based on these considerations and principally directed to our low-income students and students who are English learners, improving and/or increasing services they receive in the following ways: Providing the teachers of low-income students and English learners with training that includes content area knowledge and pedagogy, strategies for supporting struggling students, strategies for providing language supports to English learners in all content areas, and in providing designated English language development instruction for EL students ensures that these students receive instruction targeted to their specific needs (a qualitative improvement).

How This Action is Effective in Meeting the Goals for These Students:

The services provided for low-income students under Action 3.3 are effective in meeting Goal 3 that “The district will support teachers and staff with professional development, training, and collaboration time.” New teachers in the Induction Program receive additional training beyond what all teachers receive. New teachers in the Induction Program receive support from a full-time mentor teacher. The training and support that new teachers receive supports them in their efforts to increase the achievement of low-income students and English learners. Test scores for students from low-income families, English learners, and Foster youth increased in both ELA and Math when compared to the previous year. 51.1% of English learners made progress on the state assessment for English Learners Progress Indicator (2022 California School Dashboard) 17.78% of English learners scored at the "Proficient" level on the 2021-2022 Summative ELPAC.

Based on our most recent 2022 CASSPP scores, both ELA and Math showed gains in proficiency levels compared to 2020-2021. This indicates a need to continue to build upon and strengthen the district's existing instructional programs. The services under Action 3.3 continue to be effective in making progress toward meeting Goal #3

We expect this action to lead to an increase in unduplicated student learning as this action is focused on addressing their identified needs. To maximize the impact of this action in improving student learning throughout the district, this action is being provided on an LEA-wide basis.

ACTION 4.1

Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support.

Based on the 2021-2022 CAASPP data, Low-Income and Foster youth students show a greater disparity in areas beyond academics when compared to their peers as measured by attendance and suspension rates.

2022 CA Dashboard Chronic Absenteeism rate shows

- All Students had a rate of 41.5% chronically absent
- Low-Income Students had a rate of 45.3% chronically absent
- Foster Youth Students had a rate of 54.0% chronically absent

2022 CA Dashboard Suspension rate shows

- All Students had a suspension rate of 4.4%
- Low-Income Students had a suspension rate of 5.0%
- Foster Youth Students had a suspension rate of 4.5%

To address these needs, the district will provide low-income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions.

How the Needs of how Foster Youth and Low-income Students Were Considered First:

Unduplicated Pupils have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Data from the California School Dashboard indicate that suspension rates for low income students and foster youth are higher than for all students. Data from the CDE Dataquest indicate that low income students and foster youth have a higher rate of chronic absenteeism and suspension than "All Students". For 2022, "All Students" had a chronic absenteeism rate of 41.0% and a suspension rate of 4.5% whereas Low-income students had a chronic absenteeism rate of 44.8% and a suspension rate of 5.0% and Foster youth had a chronic absenteeism rate of 51.7% and a suspension rate of 4.8%. Pupils from low income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered first as services provided under Action 4.1 have been developed. The services provided under Action 4.1 are based on these considerations and designed to support Unduplicated Pupils by providing low income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions.

Learning Directors; the director of School Climate, Child Welfare and Attendance; and the School Social Worker coordinate these services, ensuring that Unduplicated Pupils in need receive the appropriate services, that the services are delivered on time, and that they are effective. (These support staff also deliver services directly to students.)

How This Action is Effective in Meeting the Goals for These Students:

The services provided to students under Action 4.1 are effective in meeting Goal 4 "Students will learn in a safe, well-maintained school where they are supported, engaged, and connected to their school." Schools with higher attendance rates and lower numbers of discipline incidents are safer. Data from the 2022 California School Dashboard shows suspension rates at the High level, for All Students, EL Students, Low-Income students, and Foster Youth. Prior to COVID these rates were improving, showing there is a great need to assist these students with their social-emotional needs and connectedness to school. The district received a score of Very High on the 2022 CA School Dashboard Chronic Absenteeism Indicator for All Students, EL students, Low-Income students, and Foster Youth indicating a great need to assist families after the COVID pandemic.

The COVID pandemic has had a profound effect on student attendance and on students' overall social-emotional wellbeing. In 2021-2022 and 2022-2023, there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. The data measuring school climate, especially suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions and chronic absenteeism. These programs and services have also been effective during the pandemic in ameliorating the effects of school closures, COVID related absences, and the personal losses that many students have experienced.

We expect this action to lead to an decrease in Low-income and Foster youth student chronic absenteeism and suspension rates as this action is focused on addressing their identified needs. To maximize the impact of this action in improving chronic absenteeism and suspension rates throughout the district, this action is being provided on an LEA-wide basis.

ACTION 4.2

School health professionals and counselors provide direct services to students to promote well-being and health and intervene with actual and potential health problems.

Based on the 2021-2022 CAASPP data, Low-Income and Foster youth students show a greater disparity in areas beyond academics when compared to their peers as measured by attendance and suspension rates.

2022 CA Dashboard Chronic Absenteeism rate shows

- All Students had a rate of 41.5% chronically absent
- Low-Income Students had a rate of 45.3% chronically absent
- Foster Youth Students had a rate of 54.0% chronically absent

2022 CA Dashboard Suspension rate shows

- All Students had a suspension rate of 4.4%
- Low-Income Students had a suspension rate of 5.0%
- Foster Youth Students had a suspension rate of 4.5%

To address these needs, the district will provide low-income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions.

Based on Parent and Student surveys, there is a need to continue with action 4.2 as seen by these results

Parent Survey Questions and responses:

Having a school nurse at each site is important: 99% Agree/Strong Agree

Having a school counselor at each site is important: 100% Agree/Strongly Agree

Student Survey Questions and responses:

Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school: 65.42% Agree/Strongly Agree

There is an adult that I can talk to if I have a problem at school: 78.89% Agree/Strongly Agree

I have visited the school nurse this year: 72.17% Yes

I have visited the school counselor this year: 36.04% Yes

How the Needs of how Foster Youth and Low-income Students Were Considered First:

Unduplicated Pupils have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Data from the California School Dashboard indicate that suspension rates for low income students and foster youth are higher than for all students. Data from the CDE Dataquest indicate that low-income students and foster youth have a higher rate of chronic absenteeism and suspension than "All Students". For 2022, "All Students" had a chronic absenteeism rate of 41.0% and a suspension rate of 4.5% whereas Low-income students had a chronic absenteeism rate of 44.8% and a suspension rate of 5.0% and Foster youth had a chronic absenteeism rate of 51.7% and a suspension rate of 4.8%. Pupils from low-income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered first as services provided under Action 4.2 have been developed. The services provided under Action 4.2 are based on these considerations and designed to support Unduplicated Pupils by providing low-income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions. School nurses and school counselors deliver direct services to students to eliminate barriers to attendance and learning.

How This Action is Effective in Meeting the Goals for These Students:

Effective in Meeting the District's Goals for Unduplicated Pupils: The services provided to students under Action 4.2 are effective in meeting Goal 4 "Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school." Schools with higher attendance rates and lower numbers of discipline incidents are safer. Data from the 2022 California School Dashboard shows suspension rates at the High level, for All Students, EL Students, Low-Income students, and Foster Youth. Prior to COVID these rates were improving, showing there is a great need to assist these students with their social-emotional needs and connectedness to school. The district received a score of Very High on the 2022 CA School Dashboard Chronic Absenteeism Indicator for All Students, EL students, Low-Income

students, and Foster Youth indicating a great need to assist families after the COVID pandemic.

The COVID pandemic has had a profound effect on student attendance and on students' overall social-emotional wellbeing. In 2021-2022 and 2022-2023, there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. The data measuring school climate, especially suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions and chronic absenteeism. These programs and services have also been effective during the pandemic in ameliorating the effects of school closures, COVID related absences, and the personal losses that many students have experienced.

We expect this action to lead to an decrease in Low-income and Foster youth student chronic absenteeism and suspension rates as this action is focused on addressing their identified needs. To maximize the impact of this action in improving chronic absenteeism and suspension rates throughout the district, this action is being provided on an LEA-wide basis.

ACTION 4.3

Additional support staff provide direct services to students to promote positive school climate, good citizenship, and improve school safety.

Based on the 2021-2022 CAASPP data, Low-Income and Foster youth students show a greater disparity in areas beyond academics when compared to their peers as measured by attendance and suspension rates.

2022 CA Dashboard Chronic Absenteeism rate shows

- All Students had a rate of 41.5% chronically absent
- Low-Income Students had a rate of 45.3% chronically absent
- Foster Youth Students had a rate of 54.0% chronically absent

2022 CA Dashboard Suspension rate shows

- All Students had a suspension rate of 4.4%
- Low-Income Students had a suspension rate of 5.0%
- Foster Youth Students had a suspension rate of 4.5%

To address these needs, the district will provide low-income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions.

Based on Parent and Student surveys, there is a need to continue with action 4.3 as seen by these results

Parent Survey Questions and responses:

The School Resource Officer helps keep my child's school safe: 97% Agree/Strongly Agree

My child is safe at school: 96% Agree/Strongly Agree

Student Survey Questions and responses:

Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school: 65.42%

Agree/Strongly Agree

There is an adult that I can talk to if I have a problem at school: 78.89% Agree/Strongly Agree

I feel safe at school: 74.06% Agree/Strongly Agree

I know and have spoken with the resource officer at my school: 36.30% Yes

The school resource officer has a good relationship with students at my school: 84.71% Agree/Strongly Agree

The school resource officer is an adult that I can talk to if I have a problem at school: 67.14% Agree/Strongly Agree

The school resource officer makes my school safer: 68.61% Agree/Strongly Agree

How the Needs of how Foster Youth and Low-income Students Were Considered First:

Unduplicated Pupils have needs for social and emotional supports that go well beyond what all students need. Data from the California School Dashboard indicate that suspension rates for low income students and foster youth are higher than for all students. Data from the CDE Dataquest indicate that low income students and foster youth have a higher rate of chronic absenteeism and suspension than "All Students". For 2022, "All Students" had a chronic absenteeism rate of 41.0% and a suspension rate of 4.5% whereas Low-income students had a chronic absenteeism rate of 44.8% and a suspension rate of 5.0% and Foster youth had a chronic absenteeism rate of 51.7% and a suspension rate of 4.8%. Pupils from low-income families may lack the resources to access the types of social and emotional supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered first as services provided under Action 4.3 have been developed. The services provided under Action 4.3 are based on these considerations and designed to support Unduplicated Pupils ensuring that a lack of resources does not create a barrier to learning or attendance for these students. The services under Action 4.3 are designed to support our low-income students, and foster youth, by improving and/or increasing services they receive in the following ways: The services provided under Action 4.3 provide low income students and foster youth with an array of supports designed to decrease behavior incidents (thereby lowering suspensions) and to increase school attendance. Student specialists at the elementary schools and vice principals at the junior high schools work directly with unduplicated pupils, providing support for good behavior and citizenship as well as interventions when behavior incidents occur. The Community Day School provides additional intensive interventions for students with more serious behavior challenges. School resource officers provide an additional layer of safety and support for students.

How This Action is Effective in Meeting the Goals for These Students:

Effective in Meeting the District's Goals for Unduplicated Pupils: The services provided to students under Action 4.3 are effective in meeting the component of Goal 4 that says, "Students will attend a safe school." Schools with lower numbers of discipline incidents are safer. Data from the 2022 California School Dashboard shows suspension rates at the High level, for All Students, EL Students, Low-Income students, and Foster Youth. Prior to COVID, these rates were improving, showing there is a great need to assist these students with their social-emotional needs and connectedness to school.

The COVID pandemic has had a profound effect on student attendance and on students' overall social-emotional well-being. In 2021-2022 and 2022-2023, there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. The data measuring school climate, especially suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in

suspensions and chronic absenteeism. These programs and services have also been effective during the pandemic in ameliorating the effects of school closures, COVID related absences, and the personal losses that many students have experienced.

We expect this action to lead to an decrease in Low-income and Foster youth student chronic absenteeism and suspension rates as this action is focused on addressing their identified needs. To maximize the impact of this action in improving chronic absenteeism and suspension rates throughout the district, this action is being provided on an LEA-wide basis.

ACTION 4.4

Elementary students who live 3/4 mile or more from school and/or junior high students who live one mile or more from school will be provided with transportation to and from school.

Based on the 2021-2022 CAASPP data, Low-Income, Foster youth, and English Learner students show a greater disparity in areas their chronic Absenteeism rate compared to their peers. Even though English Learners chronically absenteeism rates was slightly better than "All Students", have a chronically absenteeism of 36.7% still shows a great need.

2022 CA Dashboard Chronic Absenteeism rate shows

- All Students had a rate of 41.5% chronically absent
- Low-Income Students had a rate of 45.3% chronically absent
- Foster Youth Students had a rate of 54.0% chronically absent
- English Learner Students had a rate of 36.7% chronically absent

To address these needs, the district will provide unduplicated elementary students who live 3/4 mile or more from school and/or junior high unduplicated students who live one mile or more from school will be provided with transportation to and from school. Even though English Learners chronically absenteeism rates was slightly better than "All Students", have a chronically absenteeism of 36.7% still shows a great need.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Data from the CDE Dataquest indicate that low-income students and foster youth have a higher rate of chronic absenteeism than all students. For 2022, "All Students" had a chronic absenteeism rate of 41.0% whereas Low-income students had a chronic absenteeism rate of 44.8% and Foster youth had a chronic absenteeism rate of 51.7%. Therefore, the needs of these students are considered first as services provided under Action 4.4 have been developed. The services under Action 4.4 are based on these considerations and are designed to support Unduplicated Pupils by providing transportation to and from school. This action serves to shorten the distance these pupils must walk, provides relief for families who may lack transportation, and provides safer routes to and from school (e.g. providing bus transportation to pupils who would otherwise cross a busy street).

How This Action is Effective in Meeting the Goals for These Students:

Effective in Meeting the District's Goals for Unduplicated Pupils The services provided to students under Action 4.4 are effective in meeting the component of Goal 4 that says : "Students will attend a safe school." Action 4.4 provides low-income students with a safe route to and from school. Data from the 2022 California School Dashboard shows the district received a score of Very High for the Chronic Absenteeism

Indicator for All Students, EL students, Low-Income students, and Foster Youth indicating a great need to assist families after the COVID pandemic.

The COVID pandemic has had a profound effect on student attendance and on students' overall social-emotional well-being. In 2021-2022 and 2022-2023, there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. The data measuring school climate, especially suspensions and absenteeism, are significantly impacted by the COVID pandemic, and do not accurately reflect the impact that the district's programs and services have had on school climate. The district's programs and services for students under Goal #4, leading up to the pandemic, have been effective and have led to significant and steady declines in suspensions and chronic absenteeism. These programs and services have also been effective during the pandemic in ameliorating the effects of school closures, COVID related absences, and the personal losses that many students have experienced.

We expect this action to lead to an decrease in unduplicated student chronic absenteeism rates as this action is focused on addressing their identified needs. To maximize the impact of this action in improving chronic absenteeism rates throughout the district, this action is being provided on an LEA-wide basis.

Action 5.2: School sites and the district will provide parents with a variety of informational, training/educational, and social activities.

Based on Parent and Student surveys, there is a need to continue with action 4.3 as seen by these results

Parent Survey Questions and responses:

I have been given suggestions/ideas to use at home to help my child meet grade level standards in English Language Arts and Math: 92% Agree/Strongly Agree

There are adequate opportunities for me to become informed about the school's programs: 96% Agree/Strongly Agree

I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, Parent Square communications, etc.): 96% Agree/Strongly Agree

The Report to Parent (Report Card) helps me to understand what my child is expected to achieve in English Language Arts and Math: 97% Agree/Strongly Agree

The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards: 98% Agree/Strongly Agree

When I have questions about my child's class work, I can ask for clarification and assistance from my child's school: 98% Agree/Strongly Agree

I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations: 99% Agree/Strongly Agree

To address these needs, the district will continue to provide parents with a variety of informational, training/educational, and social activities based on the survey results above.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Students who are from low-income families, who are English learners, and who are foster youth have academic needs that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. These needs extend to students' families as well. Parents of Unduplicated Pupils regularly request additional training and education in how to support their children both academically and socially. Data from the California School Dashboard (2022) indicate that low-income students, English learners, and Foster youth performed below (Foster youth actually scored slightly higher in ELA) "All Students" in both ELA and Math.

* 8% of parents disagree/strongly disagree with the following statement on the 22-23 HESD Parent Survey: "I have been given suggestions/ideas to use at home to help my child meet grade level standards in English Language Arts and Math." (Thus indicating a need to provide more training support for parents/families).

The services under Action 5.2 are based on these considerations and are designed to support Unduplicated Pupils by providing their families with specific, concrete actions and activities that they can do at home with their children to support the learning children are doing in school in English language arts and mathematics.

How This Action is Effective in Meeting the Goals for These Students:

Note that in years 1 and 2 of this LCAP, Action 5.2 was marked as "Limited" and served families of students who were English learners. Due to the popularity of these parent education activities and to the academic progress made by students whose parents participated in the activities, this action is being expanded to serve families of students who are low income, foster youth, and English learners. The district primarily serves students in grades TK-2 with these informational, training/educational, and social activities. Data from district local formative and summative assessments** show that Unduplicated (EL and low-income) students whose families participated in these activities had greater gains in achievement than students whose families did not.

*Kindergarten EL students whose parents participated in Kinder Cuenta scored above the district average on the HESD Letters & Sounds Assessment

*Kindergarten EL students whose parents participated in Kinder Cuenta scored above the district average on the HESD Sight Words Assessment

*Kindergarten EL students whose parents participated in Kinder Cuenta scored above the district average on the HESD Phonological Awareness Assessment

*Kindergarten EL students whose parents participated in Kinder Cuenta scored above the district average on the HESD Alphabetic Principle Assessment

**** Note:** The district uses many sources of data/information to measure students' progress/needs beyond the official metrics that are part of the LCAP. State test scores become available only after the school year has ended. Additionally, students in grades TK-2 do not participate in state testing. Therefore, internal measures of progress, called local formative and summative assessments that show students' areas of progress and need are used to "fine tune" the instructional program in real-time and guide school sites', grade levels', and teachers' planning. This data may also be used to make adjustments to the district's programs and services as areas of progress/need become apparent during the school year.

We expect this action to lead to an maintaining/improving unduplicated parent involvement and support as this action is focused on addressing their identified needs. To maximize the impact of this action in maintaining/improving parent involvement and support throughout the district, this action is being provided on an LEA-wide basis.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The LEA wide and school wide services provided in the LCAP are designed to support High Needs students and are effective in achieving the District's five goals. Around eighty percent of students in the Hanford Elementary School District are Unduplicated students. These students, who are English learners, students from low-income families, and/or foster youth, face barriers to learning that more affluent, English only students, who live with their families do not. Although no students are excluded from receiving services provided in the LCAP, Unduplicated students have greater needs for these services, and therefore, receive them at a proportion that is greater than what all students receive (i.e. they receive increased services). Because of the high percentage of Unduplicated students at every school in the district, and because it is more efficient and/or cost effective, the services discussed above are provided on a LEA or school wide basis. Taken together, the LEA and/or school wide services discussed above, along with the actions and services that are limited to Unduplicated student groups (detailed in the Goals, Actions & Services section of the LCAP) provide a proportional increase or improvement in services for Unduplicated pupils that is equal to or greater than the "Percentage to Increase or Improve Services" shown above.

Goal 2.4: Supporting Designated and Integrated English Language Development Instruction (ELD): This action is "Limited" to serving students who are English learners.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

LVNs increased from part-time to full-time. (A 4.2)
Library Media Technicians increased from part-time to full-time. (A 1.2)
Addition of Teaching Staff to Eliminate Combination Classes (A 2.1)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:32.29	1:26.02
Staff-to-student ratio of certificated staff providing direct services to students	1:24.30	1:20.56

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$20,921,741.00				\$20,921,741.00	\$14,405,812.00	\$6,515,929.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Supplies/Materials School Sites	Low Income	\$198,377.00				\$198,377.00
1	1.2	School Libraries	Low Income	\$865,597.00				\$865,597.00
1	1.3	Technology	Low Income	\$5,799,192.00				\$5,799,192.00
1	1.4	Study Trips	Low Income	\$310,000.00				\$310,000.00
1	1.5	Art, Music, PE	Low Income	\$2,018,960.00				\$2,018,960.00
1	1.6	After School Program	Low Income	\$2,593.00				\$2,593.00
2	2.1	Eliminate Combination Classes /Reduce Class Sizes	English Learners Foster Youth Low Income	\$905,213.00				\$905,213.00
2	2.2	Summer Program	English Learners Foster Youth Low Income	\$123,320.00				\$123,320.00
2	2.3	Instructional Materials	English Learners Foster Youth Low Income	\$359,140.00				\$359,140.00
2	2.4	Supporting Designated and Integrated ELD	English Learners	\$1,071,143.00				\$1,071,143.00
3	3.1	Teacher Professional Development	English Learners Foster Youth Low Income	\$1,176,480.00				\$1,176,480.00
3	3.2	Teacher Collaboration Time	English Learners Foster Youth Low Income	\$108,326.00				\$108,326.00
3	3.3	New Teacher Induction	English Learners Foster Youth	\$143,586.00				\$143,586.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
4	4.1	Coordination of Student Support	Foster Youth Low Income	\$1,157,634.00				\$1,157,634.00
4	4.2	Health Professionals (Physical/Mental/Social/Emotional)	Foster Youth Low Income	\$2,465,166.00				\$2,465,166.00
4	4.3	School Support Staff	Foster Youth Low Income	\$3,369,842.00				\$3,369,842.00
4	4.4	Transportation	English Learners Foster Youth Low Income	\$500,000.00				\$500,000.00
5	5.1	Parent/Family Communication	All	\$0.00				\$0.00
5	5.2	Parent Involvement Activities	English Learners Foster Youth Low Income	\$347,172.00				\$347,172.00
5	5.3	Required Committees	All	\$0.00				\$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
57,810,721	18,629,216	32.22%	0.97%	33.19%	\$20,921,741.00	0.00%	36.19 %	Total:	\$20,921,741.00
								LEA-wide Total:	\$19,724,685.00
								Limited Total:	\$1,071,143.00
								Schoolwide Total:	\$125,913.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplies/Materials School Sites	Yes	LEA-wide	Low Income	All Schools	\$198,377.00	
1	1.2	School Libraries	Yes	LEA-wide	Low Income	All Schools	\$865,597.00	
1	1.3	Technology	Yes	LEA-wide	Low Income	All Schools	\$5,799,192.00	
1	1.4	Study Trips	Yes	LEA-wide	Low Income	All Schools	\$310,000.00	
1	1.5	Art, Music, PE	Yes	LEA-wide	Low Income	All Schools	\$2,018,960.00	
1	1.6	After School Program	Yes	Schoolwide	Low Income	Specific Schools: Kennedy and Wilson Grades 7 & 8	\$2,593.00	
2	2.1	Eliminate Combination Classes /Reduce Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 1-6	\$905,213.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Summer Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kennedy, Wilson	\$123,320.00	
2	2.3	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$359,140.00	
2	2.4	Supporting Designated and Integrated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,071,143.00	
3	3.1	Teacher Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,176,480.00	
3	3.2	Teacher Collaboration Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$108,326.00	
3	3.3	New Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$143,586.00	
4	4.1	Coordination of Student Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,157,634.00	
4	4.2	Health Professionals (Physical/Mental/Social/Emotional)	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$2,465,166.00	
4	4.3	School Support Staff	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,369,842.00	
4	4.4	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500,000.00	
5	5.2	Parent Involvement Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$347,172.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$18,078,571.00	\$17,314,839.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Supplies/Materials School Sites	Yes	\$167,890.00	162,451
1	1.2	School Libraries	Yes	\$889,098.00	853,335
1	1.3	Technology	Yes	\$2,000,355.00	2,008,694
1	1.4	Study Trips	Yes	\$310,000.00	310,000
1	1.5	Art, Music, PE	Yes	\$2,071,749.00	2,062,830
1	1.6	After School Program	Yes	\$116,220.00	3,430
2	2.1	Eliminate Combination Classes /Reduce Class Sizes	Yes	\$1,261,303.00	1,304,140
2	2.2	Summer Program	Yes	\$270,675.00	270,675
2	2.3	Instructional Materials	Yes	\$739,140.00	239,140
2	2.4	Supporting Designated and Integrated ELD	Yes	\$1,060,307.00	1,061,884

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Teacher Professional Development	Yes	\$1,179,757.00	1,163,912
3	3.2	Teacher Collaboration Time	Yes	\$107,981.00	107,746
3	3.3	New Teacher Induction	Yes	\$126,752.00	142,938
4	4.1	Coordination of Student Support	Yes	\$1,168,776.00	1,144,653
4	4.2	Health Professionals (Physical/Mental/Social/Emotional)	Yes	\$2,519,990.00	2,445,779
4	4.3	School Support Staff	Yes	\$3,269,173.00	3,190,628
4	4.4	Transportation	Yes	\$500,000.00	500,000
5	5.1	Parent/Family Communication	No	\$0.00	0
5	5.2	Parent. Inv. Activities	Yes	\$319,405.00	342,604
5	5.3	Required Committees	No	\$0.00	0

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
17,850,428	\$18,078,571.00	\$17,314,839.00	\$763,732.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplies/Materials School Sites	Yes	\$167,890.00	162,451		
1	1.2	School Libraries	Yes	\$889,098.00	853,335		
1	1.3	Technology	Yes	\$2,000,355.00	2,008,694		
1	1.4	Study Trips	Yes	\$310,000.00	310,000		
1	1.5	Art, Music, PE	Yes	\$2,071,749.00	2,062,830		
1	1.6	After School Program	Yes	\$116,220.00	3,430		
2	2.1	Eliminate Combination Classes /Reduce Class Sizes	Yes	\$1,261,303.00	1,304,140		
2	2.2	Summer Program	Yes	\$270,675.00	270,675		
2	2.3	Instructional Materials	Yes	\$739,140.00	239,140		
2	2.4	Supporting Designated and Integrated ELD	Yes	\$1,060,307.00	1,061,884		
3	3.1	Teacher Professional Development	Yes	\$1,179,757.00	1,163,912		
3	3.2	Teacher Collaboration Time	Yes	\$107,981.00	107,746		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.3	New Teacher Induction	Yes	\$126,752.00	142,938		
4	4.1	Coordination of Student Support	Yes	\$1,168,776.00	1,144,653		
4	4.2	Health Professionals (Physical/Mental/Social/Emotional)	Yes	\$2,519,990.00	2,445,779		
4	4.3	School Support Staff	Yes	\$3,269,173.00	3,190,628		
4	4.4	Transportation	Yes	\$500,000.00	500,000		
5	5.2	Parent. Inv. Activities	Yes	\$319,405.00	342,604		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
55,291,872	17,850,428	0.0%	32.28%	\$17,314,839.00	0.00%	31.32%	\$535,589.00	0.97%

Instructions

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For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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